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FRONT COVER  Pop Art - masks. Jasmijn Bierens. 2C
From the TTO coordinators’ desk

Spring 2021: another unusual time for all of us. It has now been over a year since COVID-19 arrived in The Netherlands. In March 2020, after having spent a week in Oxford with the Year 2 TTO students, the RLW TTO Department had to – like all other teachers, students and schools worldwide – discover what it was like to teach and be educated remotely. It has been a struggle at times, but we believe that this MOTTO proves that we have not rested on our laurels. TTO is still very much alive!

In the previous MOTTO, we shared that the TTO Department celebrates 25 Years of TTO and 20 Years of IB English at the Rijnlands Lyceum Wassenaar this year; a wonderful achievement. No one could have imagined, however, that this milestone year would be extraordinary for different reasons altogether.

The 2020-2021 school year has seen us miss some of our key TTO activities. For example, the Year 2 TTO students, unfortunately, have not travelled to Oxford. However, we vow to take these students to England as soon as would be safe and possible.

Yet, we have also managed to adapt some of our activities. A number of our Year 2 and Year 3 TTO students competed in the first ever online edition of the RLW Public Speaking Contest! You can read more about this event as well as some of the excellent speeches written by the students in this MOTTO.

While we have by now returned to school half of the time, we would like to complement our students for all their hard work during the online learning period. We know that it is challenging to have to follow your classes online and we are proud of the fact that all of you have tried hard to make the best out of a difficult situation. You always stayed positive, which is something the Year 2 TTO students also showed in the Lockumentaries they created in Regular English.

All the work in this Spring Edition of the MOTTO accounts for your determination, motivation and perseverance. It is also a testimony to your relentless creativity. The work from students in all year groups showcases our students' artistic talents in a language that is not their mother tongue.

We hope you enjoy the Spring Edition of the 2020-2021 MOTTO and that you are as impressed with their hard work as we are!

Stay safe, sane and healthy!

Mrs van Otterloo and Miss Haasnoot, TTO Coordinators
The PE department have been even more important than ever during this period of online lessons, keeping pupils active with fun home challenges.

Now, with half classes and all the PE halls being used for exams (social distancing), the PE Team have been flexible and have got the ping pong tables out in the atrium.

As can been seen here with 1A, a session of group ping pong is fast and lots of fun!
Outside in sunny, but very cold weather, Tag is such fun! As can be seen here with 1B.
BIOLOGY

Bones

B1B are making no bones about dancing to the skeleton tune to prove one of the functions of their skeleton: allowing your body to move in any direction.

Want to dance to the same tune? Find it on internet: https://www.youtube.com/watch?v=e54m6XOpRgU
After the bit of fun, they had to bone up on paragraph 4.2: the skeleton: learning allllll the bones in figure 4.11 for the upcoming test!

We are sure they will do just fine; with all that dance practice, they are now experts!
ART & ENGLISH TTO - **CROSS-CURRICULAR**

In English TTO pupils learned all about idioms. In Art they transformed an idiom of their choice into a fun illustration. The idea was to be totally playful with the text and imagery. The results were great this year, with some new illustrated idioms we haven’t seen before.

Zoia Frigerio 1B

Roméo Lefebvre 1B
Sophie van Ede 1B

Jana d’Engelbronner 1B

Liselotte van ’t Veer 1B
In English TTO we have read Roald Dahl’s classic Matilda. While reading the novel the students created a graphic version of their favourite chapter! A graphic version of an event in Matilda allowed the students to demonstrate their creativity. Blending dialogue and illustrations in the correct order to retell a chapter that they enjoyed reading. This encouraged the students to select suitable vocabulary and think about the sequence of events in the novel. We hope that you will enjoy reading their efforts.

Toon Leijen. 1A
Matilda's first day at school

Made by: Zoia Frigerio  Class: 1B

1. Matilda: I'm glad my first day at school isn't soccer.

2. Matilda: Miss Honey, can I have a moment?

3. Matilda: Miss Honey, does any of you know the two times table already?

4. Matilda: Please tell me the class how you solve these multiplications.


6. Matilda: How do I do it? I just put a number in my head and multiply it with this one.

7. Matilda: Can you even read some selected texts out of this book?

8. Matilda: I actually wrote a limerick about you.

9. Matilda: You may tell me what a limerick means?

10. Matilda: You may tell me what a limerick means?

11. Matilda: I think it's a poem about you.

12. Matilda: Pardon the limerick.

13. Matilda: Wow! You're so talented!
The HAT and the Superglue

Sophie van Ede. 1B

"Quiet!"

"And now the glue!"

"O no! It's stuck on my head!"

"You did it!"

"The finger was stuck in his nose."

"Aaaaaa!"

"Chop chop chop."

"Don't say anything about my hat."

"No I didn't, daddy."

Sophie van Ede. 1B
Eline de Koning. 1B

The Hat and the Superglue

1. In the morning, Marinda slipped into the cloakroom and picked up the hat of her father.

2. She quickly put Superglue inside the hat and hung the hat back.

3. Her Father, Mr. Warmwood went to clock and put on his hat.

4. When Mr. Warmwood arrived at his desk, a car garage, he couldn’t get his hat on.

5. Back at home, at night, his wife tried to pull the hat off. But the Superglue was too strong.

6. The next morning there was no other way than to cut the hat together with his hair.

Babette Hulsman. 1A
- Terrible Teacher Stories –

The Year 1 TTO students wrote stories about terrible teachers, inspired by David Walliams’ *The World’s Worst Teachers*. After reading a few of David Walliams’ stories in class, the students were told to come up with their own terrible teacher.

They handed in perfectly horrifying stories that would make any student (or teacher) run for the hills. There were teachers that hated children, teachers that only allowed students to wear clothes in one specific colour or that would steal their students’ food! Let’s hope none of the TTO students will encounter one of these teachers during their time at the Rijnlands...

Please enjoy reading a few of the truly terrifying stories written by 1A and 1B students.

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**The Tale of Treeway’s Terrible Teacher**  
*By Kyla de Boer (1B)*

Our story is about Miss Susan Bansy. Susan was always a peculiar child, she never got along with the other children. In fact, it was quite the opposite. The children hated Susan, because she never agreed with them and she was always quite rude towards them. She would often draw the children in ridiculous outfits, with silly hair and dreaded features with her many pens. She carried her pens everywhere with her so she could draw the children with differing opinions on the walls, floor, ground and even on the teachers’ desks. One day she was caught drawing on the other students’ PE uniforms. The principal then realised that Susan was a special child. She wasn’t extraordinarily bright or extraordinary in any way, it was that her brain was wired in a different way. Susan wasn’t good at reading, writing or mathematics, but she was amazing at arts and design. Once Susan’s parents knew about this, they enrolled her into an art school where she graduated and decided she would teach Arts and Design at Treeway Primary School.

Miss Bansy was a very nice teacher who would love helping the students. There was only one thing that Miss Bansy hated, and that was children drawing on anything but paper. When a child would grab a pen and start drawing on tables, the lovely Miss Bansy turned into a fire breathing dragon. She would scream and yell at the children which was highly unprofessional. However, there was one punishment that was Miss Bansy’s absolute favourite and that was letting the other students all grab their pens and throw them at their classmate. Miss Bansy would even join in on the fun, but she wouldn’t throw the pens. She would draw the student on the chalkboard in ridiculous outfits, with silly hair and with dreaded features. Miss Bansy herself had a mole the size of a boulder next to her bottom lip which she had always hated, so she would often draw one on the children. The student would be made fun of for the rest of the school year.

One day, Miss Bansy woke up in the morning, styled her red afro, put on her signature floral button-down shirt, bright yellow knee-length skirt and purple high tops. She put on her huge glasses and went out the door. When she arrived at the Primary School, she was asked to see Principal Dawson. She went inside his office and
asked: 'You wanted to see me sir?' The principal looked at Miss Bansy and couldn't take his eyes off her mole. It appeared to be the size of a boulder, the principal thought. 'Yes, I have heard from one of your students, I believe her name is Margret Frizzle. She said that you told her classmates to throw pens at her while you drew a most unflattering drawing of her on the chalkboard. Is this true?'

Miss Bansy had turned completely red and couldn't breathe. A moment later she said: 'I-I-I did sir, but only because Miss Frizzle wouldn't stop drawing on the table and I thought-' 'You thought that this was a suitable punishment?' Mr Dawson said while interrupting her. 'Yes, yes I did, and I still do.'

Mr Dawson's face had a very confused, shocked and even mad expression. 'Well, I am very sorry Miss Bansy, but this is not the kind of punishment we at the Treeway Primary School find even remotely acceptable. You are fired Miss Bansy, I suggest that you pack your things now and you can leave in the afternoon.'

Miss Bansy could've shown the anger and wrath she felt, but instead she decided to raise her glasses on her face and walk out of the room.

When she was packing her things later that day, she saw the little brat. 'YOU LITTLE WITCH! HOW DARE YOU! IF YOU THOUGHT THAT THIS WOULD MAKE YOUR LIFE BETTER, THEN YOU ARE VERY MISTAKEN!' The young child was shaking and terrified. Everyone in the hallway could see the child fighting back the urge to cry. 'I am sorry miss, I-I didn't mean to.'

The teacher was so blinded by anger that she started throwing pens at every child that she could see in the hallway. The frightened children were attempting to run away. 'OW!' 'MISS, YOU ARE HURTING ME!' 'SOMEONE GET PRINCIPAL DAWSON!' All Miss Bansy did was laugh while she threw the pens. Her red hair was even messier than before. Most buttons on her shirt had become unbuttoned and her shoes were losing their purple colour and turning more silver. The police came and had to wrestle the infuriated Miss Bansy. They took her out screaming: 'YOU ALL DESERVED IT, YOU ARE ALL BRATS! I HATE YOU ALL! I HATE YOU!'

Miss Bansy was sentenced to 5 years in prison, and she is never allowed to be within five hundred metres of the school. The name Susan Bansy is rarely mentioned at the Treeway Primary School and she never set foot into another school as long as she lived.

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**The Cupcake Addiction**
*By Sophie de Geus (1A)*

This story is about Mrs. Pie. Mrs. Pie used to be a little girl who was always happy. In the city where she lived (Cup City) everyone loved cupcakes. There were also dozens of bakeries in the city. She once went to a bakery.
On the way, she met children who threw cupcakes at her. From that day on she hated children. On the other hand, she became addicted to cupcakes, because a cupcake came straight into her mouth, she tasted the delicious chocolate flavour and smelled the scent. Her addiction started. Her goal was to never let children eat cupcakes again, because then they couldn't do anything bad with the cupcakes. (Like throwing it at people.)

She was a teacher on the Ivy school. She was an ugly old lady with a wart on her nose. When the kids and the other teachers went outside in the break, Mrs. Pie went through all the kids' lunches to check if someone had brought cupcakes. They lived in Cupcity, so many kids brought cupcakes. When she was done, she took the cupcakes to her office and ate them herself. The children entered her class and Mrs. Pie was back in her chair in front of the class. A girl named Lexi shouted, "My cupcakes are gone!" Another boy shouted, "Mine too!" "Silence, if you have forgotten your food, it is not my problem, if I hear another word, I will tape you to the ceiling with duct tape," said Mrs. Pie. Every child kept quiet, but a girl's stomach grunted. "Whose stomach is that?" shouted Mrs. Pie angry. "Ehh... mine," the girl said scared. "The class is lucky," said Mrs. Pie. "Because they can tape you to the ceiling." It went like this every day.

One day, after school, Lexi called on everyone to come up with a plan together against Mrs. Pie. When everyone was at the agreed place, Lexi said, "We have the right to eat cupcakes." "Yes," everyone shouted. "Does anyone have a plan," asked a boy. "I do, but then everyone has to help," said Lexi. The next day, during the break, all the children were together. "Did you bring the bomb, Will?" "Yes, it's ready in the classroom right now. I just have to press this button." He was holding a small device and pointing to a large red button. "We're ready," said Lexi. The whole class was counting down. 3 ... 2 ... 1 ... In the class she heard a bang and the windows were covered with butter cream. "Your butter cream bomb did a good job, Will," said Lexi with a big smile on her face.

On to phase 2. A child named Olivia ran into the building and pressed the fire alarm. Now Mrs. Pie ran out of the school, with her face full of butter cream. Mrs. Pie ran outside, and everyone was ready. "3 ... 2 ... 1 .., shoot," Lexi shouted. All children shot with their pistols filled with cupcakes at Mrs. Pie. Mrs. Pie ran into her car screaming. Will pushed another button and a butter cream bomb went off in her car.

Mrs. Pie shouted, "What a horrible children, what a horrible city. I'm leaving and never coming back." She got into her butter creamed car and drove away.

From that day on, the children lived peacefully again with their cupcakes.
The team on the creation side: The team on the evolution side:

With your team, find 3-4 arguments to convince ‘the other side’ that your team is right about Darwinism/Creationism.

2B were debating the theory of evolution. The class first did research and formulated arguments for both Darwinism and Creationism. Then, in class, students were split into two teams, the Creationists and the Darwinists. Their research was used to convince ‘the other side’. The students proved to be good debaters. The teams hotly defended their positions, listening to each other’s arguments and refuting these with counter-arguments.

Below are some of the arguments they used.
The Darwinists:

- If all species were created by God at the beginning, how do you explain new species evolving?
- If God created everything, how did God come into being?
- Fossils show that species evolved.
- Genes and gene sequence is proof for evolution, genes of all species are built with same building blocks, genes of related species show resemblance

The Creationists:

- On species changing since creation: God did an update
- How can your eyes be so detailed and specific, there must have been a building plan, they can't just have evolved.
- If you going to build a flat, you don't start with a flat, you start with a single stone, but the plan is already there you can't build a flat without a building plan.
- If humans descended from monkeys, why are there still monkeys?
- Evolution cannot explain how life first appeared on Earth.
**ENGLISH TTO**

English TTO emphasises the importance of speaking. Public speaking develops critical thinking skills, it improves research and writing skills and it most definitely encourages creativity and confidence. The theme for the speeches this year was #A Story that Moves me. Students were free to interpret this theme as they wished. The task not only involved researching the topic and writing a speech but the students also had to learn it and deliver their speech and answer questions at the conclusion. Please find below some outstanding examples of Year 2 speech writing. Thank you for reading them!

Please do see the **Extra News** at the back of this magazine for all the news on the winners and their winning speeches!

Taha El Atrash of 2B participated in the Public Speaking competition with the following speech.

**Silenced Oppression**

Imagine starting your life 5 steps behind everyone and be held up and get absolutely no help at all. To hold a people in oppression you must convince the world that they are supposed to be oppressed. The repeated, widespread, systematic injustice. In some cases, it is even structural and civilized. In this case it isn't even questioned by the oppressor and oppressed. Usually when we are talking about oppression, we talk about groups of people that share a similar characteristic being oppressed. Just imagine 7500 km away from there are people being put down, oppressed and abused because of their religion or ethnicity. Which you can put more simply as a genocide happening in china to the Uyghur Muslims.

After I've had a critical look at all the information surrounding this topic, I have concluded that the following 5 accusations are crucial to the topic.

1. Killing members of the group.
2. Causing serious bodily or mental harm to members of the group.
3. Deliberately inflicting on the group conditions of life intended to bring about its physical destruction.
4. Imposing measures intended to prevent births within the group.
5. Forcibly transferring children of the group to another group

Any one of these categories constitute genocide. The overwhelming evidence of the Chinese government’s deliberate and systematic campaign to destroy the Uyghur people clearly meets each of these categories.

More than a million Turkish Uighurs are being held in China’s death camps, prisons, and forced labour factories. Detainees are subjected to conditioning in the military style, change in thought, and forced confessions. They are abused, subjected to torture, raped, even killed. Survivors claim they have been exposed to electrocution, waterboarding, repeated beatings, positions of tension, and unknown drug injections.

Recently drone footage originally released in September 2019 revealed large groups of blindfolded and bound men being herded into train cars by armed military personnel.
The inmates shown in the drone footage were reportedly on their way to the several internment camps in China to forcefully engage in the genocide of the Uighurs. A January article from the New York Times revealing how men, women and children of the Uighur community were forced into labour camps verified the presence of these camps. Another Times article reported that Chinese businesses are using forced labour to manufacture safe face masks that are sold in the United States and other nations. Face masks are not the only objects made in Uighur labour camps that have reached the shores of America. The Australian intelligence agency reported on July 1 that agents had confiscated beauty products manufactured from actual human hair. Noticeably, the Uyghur prisoners in the resurfaced drone footage all had shaved heads. The production of these goods constitutes a very serious human rights violation.

However even more serious violations include mandatory birth control forced abortions and sterilization. In Xinjiang, natural population growth has decreased dramatically; growth rates dropped between 2015 and 2018 by 84 percent in the two largest Uyghur provinces and declined further in 2019. 2019 documents show plans for a mass female sterilization program targeting 14 and 34 percent of all married women in rural Uyghur regions.

various human rights organizations estimate between 1 million and 3 million Uighurs have been detained in the CCP’s various camps. While the CCP claims most prisoners have been released from these camps unharmed, according to The Guardian, the Chinese government has offered no evidence to back that up.

In response to the CCP’s claims, Uyghurs and their supporters sent out a lot of tweets with the hashtag #Provethe90%, referencing to comments made by Xinjiang chairman Shohrat Zakir. China has failed to prove the existence of the 90 percent, leading observers to wonder if many of them are even alive.

Thank you for listening to my speech.

Florentine van Acker. 2A

Why are men better than women? Why are men more important? Why is there gender inequality? Do my guy friends have more rights than I do? The answers to all of these questions disappoint me and so many other people. A girl of my age has no rights to go to school some countries, but if I were a boy a would have those rights. This world view needs to change.

What moved me you may ask. Well first of all, this was already a problem thousands of years ago. Aletta Jacobs for example, she already needed to fight for her rights in the 1860’s. She was a feminist and was the first woman ever to go to a University in the Netherlands. Before this, girls in the Netherlands couldn’t be educated, have jobs or achieve their goals like becoming a doctor or a lawyer for example.

Women, girls, boys and men should all be treated the same. A gender doesn’t define what you can do and what you can have. Take the story of Malala Yousafzai for example. You have probably already heard about her. This young girl fought for herself and so many other girls to go to school. On a regular day she was going home, and she was shot because she stood up for herself. Why would someone ever do this?
The fact that women in the United States of America couldn’t vote before 1919 makes me feel sad and disappointed in…. well in the world actually. People are basically saying that women shouldn’t have any input about who is ruling their country and there are still so many countries that suffer from this problem and yet are there not enough people fighting for this.

Girls of my age shouldn’t be worried about rights, if they can go to school, if they can go after their dreams, they should be able to go outside with friends, have an amazing childhood, feel worthy and most important they should feel equal to boys their age. Women and girls shouldn’t give up on their dreams. There is probably a little girl somewhere is South-Sudan who gave up all her hope, because it is impossible for a girl to go to school in this country. She doesn’t deserve this. She did nothing wrong.

I have never experienced gender inequality, but I know that so many people do. We have to do something about this. The smallest things help like giving boys and girls the same tasks when doing something, but the best thing that you can do is to raise your voice about this problem, like I’m doing now.

Why are men better than women? Why are men more important? Why is there gender inequality? Do my guy friends have more rights than I do? I am asking you these questions, because I believe that we can change the answers.

Niek Kunkels of 2B wrote this speech which has a personal angle to it.

15 years of Lung Cancer

Have you ever felt really ill and you couldn’t breathe properly, now imagine that you feel that way for 15 years. This is the story of Hennie Kunkels-Geurts and her experience of smoking and lung cancer.

Now before we get into all the serious business there are some personal things that we need to get through. Hennie born in May 1948 and she died in July 2018 meaning she reached an age of 70 years old. Each year there are more than 480,000 deaths including deaths from secondhand smoke. My grandma was one of them. Oh and one more thing if I at any point call Hennie, oma Hennie please ignore that I’m just used to calling her that because she is after all my grandma.

The common dangers of smoking have been known for decades. Without googling we can already come up with a few. Loss of taste, bad breath and eventually you’ll get spots on your skin. Besides short-term effects there are several long-term effect as well. Asthma, blood vessel disease, COPD, diabetes, etc. etc. etc. CDC estimates that cigarettes and tobacco use kill more Americans each year than alcohol, car accidents, suicide, AIDS, homicide, and illegal drugs combined. Whilst smoking you inhale many different toxic substances including tar; arsenic, nicotine and cyanide. However, few
people know that tobacco also contains radioactive material polonium-210 and lead-210. Together, the toxic and radioactive substances in cigarettes create long lasting damage. The amount of radioactivity is measured in Sieverts. If we get exposed to 2 Sieverts we die and in a banana there is about a micro Sievert. The average smoker gets about 160,000 micro Sieverts per year. That’s about 160,000 bananas. Completely different topic what if I tell you that secondhand smoke is also harmful. I believe all of us have stood at the bus stop waiting for the bus to come and someone starts to smoke. Not only is he damaging his or her own lungs he is also harming yours! One of the many great sides of quitting is that the risk of having lung cancer and other smoking-related illnesses decreases and continues to decrease as more tobacco-free time passes. The risk of lung cancer decreases over time, however it can never return to that of a non-smoker. The risk of lung cancer drops by 39% five years after you have stopped smoking. For me that alone just demonstrated how harmful a cigarette is. Another negative side to smoking is that smokers die relatively young. Hennie for instance died at the age of 70 it’s not that young but she could have become much older. On average Life Expectancy decreases by 13 years for smokers meaning she would become probably become 83. She would have still been there for my 21 birthday! Talking about birthdays my dad just turned 50 and I can’t believe that if he were to die at the same age I would be 33. He would probably not even to know his grandchildren, well if I did get any.

Now I've prepared a little time line that shows just how bad smoking is. While you smoke you don’t realize that you are harming your body in so many ways but once you quit you start to realize that your body could have been so much better.

- After 20 minutes your heart rate and blood pressure drop
- After 12 hours almost all of the nicotine is out of your blood
- After 24 hours the carbon monoxide has reduced a considerable amount
- After a few days your sense of smell and taste improve
- Within 2 months lung function improves
- Within 6 months the immune system improves greatly
- In 12 months the risk of a heart attack has halved
- And finally after 5 years the risk of lung cancer is reduced

Believe it or not this is just a summary of all the good stuff. Now I’m going to end this speech by telling you about her last 15 years. The first 5 years were going fine this was still before my birth. In her 6th year she got a little machine that gave her extra oxygen. From there everything went downhill faster and faster to the point where it went so fast that she just wanted to end it. But she didn’t she waited until I was 10 and my sister 8 so we wouldn’t forget anything she said. So here I am grandma spreading your wise words across the world just like you wanted me.

Thank you for listening.
The following speech by Ishani Awasthi, 2A, is on a very emotional and heart-felt topic.

About a week ago, on a day going just fine, my parents told me that my friends best friend (Avy) had committed suicide. Although I didn’t know her well, I couldn’t believe what my parents had told me.

After hearing the stories of many famous people committing suicide. I was always scared that someone I knew could leave me, their family and friends by doing the same, and now my fear came true.

At that moment everything was still, I felt a piercing pain and questions were rushing through my head. Why did she do that? Was there anything that could have been done to prevent that?

I wanted answers, so I started to do some research. I watched videos and read articles. The information that I read shocked me. Based on a 2019 study done by WHO almost 300 million people of all ages suffer from depression. According to another study conducted by them about 264 million people have anxiety disorders. Though depression and anxiety disorders are only two of the many mental illnesses, the numbers are very high. But why?

Well, the answer soon became clear to me. Mental instability rates first started to rise, because of the change in the way we socially interact. In earlier centuries people used to interact mostly face to face, because that was the quickest way to communicate. But now that isn't necessary, as we can call or text each other and interact on social media.

This had led people to have less meaningful conversations thereby feeling isolated even though the world is more connected than ever. The COVID pandemic has made things worse. Isolation, loss of income, fear and grief have started affecting many people’s mental health. And with hospitals over flooded with Covid patients, people suffering with mental health issues have no access to much needed medical help.

We are facing a difficult time. So remember: No matter how dark days are, there is always light at the end of the tunnel. This poem by Ashley Pullan reminded me of this:
These are words I wish I had told Avy, but at that time I didn't know that she was suffering mentally, because she always put a smile on, when I saw her. And that's the problem. You can’t see if someone feels worthless or wants to end their life. And if get to now, it’s often too late.

But although it's difficult to deal with mental health issues, it’s not difficult to prevent, because all a person needs to have a happy mind is: someone they can rely on & a shoulder to cry on. Therefore, I want to ask you all to be that person for the people you care for. This way they can continue writing the chapters of their lives.

Thank you! 😊
MENTOR LESSON

2B have kindly written some summaries of their experiences of school under lockdown, and more recently, with half classes.

2B along with 2A and 2C also made amazing Lockumentaries which can be seen after this section.

Thank you 2B for sharing these thoughts.

How has my experience been during the coronavirus

1. Social life.
My social life in corona has not been that bad I have hockey and golf four times a week and I play video games with friends so I talk with them a lot and of course I have school where I can also talk with my friends.

2. Exercise.
As you could see I spart enough in a week four times an hour and sometimes even more and I have gym classes every week so that also keeps my exercise up

3. The rules.
Overall, I haven’t had a bad experience with the corona rules I don’t mind facemasks and I can keep my distance. The rules are not that difficult to follow so I haven’t had a bad experience with the corona rules at all.

4. School.
School too has been going pretty good with the days at home I have more time to study so some of my subjects which I have problems with have been going very well. So, it’s been going pretty good. The only thing I don’t like about the online school is that it is very annoying to have to sit in front of a screen the entire day.

5. Summary.
Overall, I haven’t had a bad experience with the corona rules or anything related to corona except for the online lessons so I hope that that will be over soon.

Tom Jongbloed.
School and corona rules

On the 1st of March the schools opened again but with very strict rules to avoid infections. Rules such as: wear a facemask and keep distance where not new but things like follow the arrows and half classes where.

Wear a facemask

At the beginning of this school year everything was normal and everyone thought that corona wouldn't come back. The number of infections increased so the government made wearing a facemask in schools a rule. In the beginning almost everyone didn't listen to that because they thought it was stupid. But then the second lockdown came. When we were allowed to go back to school the mask rule was a lot more strict because if you didn't listen you where send to home with a message to your parents.

Half classes

When we came back our class was divided in to two classes an A and a B group. The breaks where 5 minutes early and it was a lot more quiet at school. The breaks had to be outside (which was sometimes a bad thing) but it went well.

Walk routes

If you need to go to a class upstairs you need to travel through the whole school. There are arrows in the hall-ways that point a direction and you can't walk the other way. Sometimes you need to go outside to go the a b200 class.

Rules became more strict and almost everyone is listening to them.

Noah Pham The.
Lockdown

In this time I learned a lot about life, cause now I know there’s also another way from living, online school, wearing face masks all the time and don’t go on a vacation. This was a lot different than 2 years ago, but I also liked the fact that we had online school instead of normal school, because I had less work and could stay at home. Now I’m a bit tired of all the online classes and I miss my friends. The school rules are other too for example wear a face mask in the hallway, you need to follow the arrows and wash your hands if you come in to the classroom.

Even though the lockdown was a hard time there were also fun moments. I didn’t like the lockdown as much as I like normal school. It was a lot harder.

Alexander Steegman.

Covid: the Daily Blatter

So it all began when Covid started to appear in the Netherlands, our beautiful country. At least it was, but not anymore. Streets got empty, shops closed and of course what if you didn't have enough toilet paper? The fidget spinner wasn't gone or the toilet paper became the new fad. One word: strange year. And now we are even deeper in the s***. Curfew, catering entrepreneurs going bankrupt, we can't visit our grandparents if we still have them, riots and of course the politics that are making a mess of it. But yeah, it is kind of unfair to look at it from the side. You probably would've done it even worse. I mean, it will end, but when? Problem: nobody knows 😒!!! Let’s hope it will end soon, because I'm getting damn sick of wifi problems!!!!!!!!!

Mitchell Baats
ENGLISH TTO

The Lockumentary films made by 2TTO were outstanding. They showed glimpses of the realities of the positives and negatives of learning from home. Thank you to all of 2TTO for being so open and sharing your home-learning with us.

Lockumentary

In class 2b we were assigned to make a 1-2 minute video about how we dealt with the lockdown and online school and what was going on, on the other side of the screen. We had to make little clips during the week and had to show where we worked, our daily routine, how we felt about all of it and other interesting things. We had to be creative in how we made the video like writing on post-its or putting the text on the video by editing, we were allowed to use any program.

I found it fun to think of ways to present it, for example I wrote some titles I was going to put in my video like ‘my workspace’ on paper with marker and fonts and little drawings. I also put the advantages and disadvantages in my video for me the disadvantages were that I did not see my friends very often, it started to begin really boring and there was less motivation and I felt locked in my house. Advantages were that you could wake up late and have my own workplace.

The assignment was a good way to express on how you felt about life so that the teacher could understand more about your life as well.

Sophie van Loon 2Ba

Lockumentary

Our assignment for English was to make a Lockumentary. At first, I was confused about what it was because I had never heard the word. There is a very logical explanation behind it though. We had to make a documentary about our school life in lockdown. Hence the word lockumentary. What we had to do is make a 2-to-3-minute video showing our life in lockdown. Also explain what we do in a day and tell how it is in lockdown not seeing your friends. In my experience it was very depressing also because of the evening clock I couldn't see any friends or family other than my dad, mum and sister. But at the end of the day, I knew it was to help everyone get through this time and if we hadn't had a lockdown that our time to freedom would've been a lot longer.

Derk Heijster 2B
Charlotte van der Woude 2B. We made a video about what our experiences were with the online school and how an online school day looks like. We had to tell in the video what our opinion is about online school. If you filmed the whole video you had to edit it with text to make it more clearly to understand, I thought this was very fun to do because it was something different than for example, make our homework.

I think that the online school is hard for us because we not always can look and concentrate to our screens on teams all day long. It becomes more boring every day. In the future we can all hope that the schools will be open again with no online school anymore.

Alexander Steegman 2B. We got an assignment to make a video about a day in the life of the lockdown.

During the lockdown we just get out of bed and start online lessons. Sometimes the wifi didn’t work well and I was later so I needed to say “Sorry I’m late my wifi is not working”. We had some homework, but I usually made it during the lesson or during the break. After the online lessons I chilled, because I already did all my homework, I had a snack, played some videogames and hung out with my friends.
Gunnar Scholte 2B

2nd lesson
Aryamanesh Audenaarde 2B
ART

For the Pop Art theme this year, some pupils took their own initiative and just started adding masks to their portraits. Totally relevant!

Some examples on the next page are ‘mask-less’ and equally stunning.
In Biology, third years tackle the circulatory system: heart and blood vessels.

Normally, this would involve them learning about resuscitation and demonstrate their (practical) skills on dummies, applying the ‘breath of life’, thus earning a certificate. Due to Covid restrictions however, the practical work would be risky in terms of infection, so we will have to skip it this year.

Instead, they are learning and applying the steps of resuscitation by playing the serious game of ‘Held’ (Dutch app, courtesy of the Hartstichting). This will be the one time that telephones are allowed in Mrs O’Herne’s class!!
Some comments on the app from students of class A3A:

- I find the app very good in learning how resuscitation works and how I can save someone’s life; by playing a game and it is also fun.

- ‘Held’ is a serious nice game. We learned a lot about resuscitation in a funny way with the app Held. I think it was helpful to learn in it. It also gave different situations.

- I think the app is very good and important to explain resuscitation in a fun way. Also with Corona, it is important to know about resuscitation. The app is interesting for teenagers/children and an app makes it more fun to learn. The app is explaining things really well.

- I think the app ‘Held’ is a very good addition to learning as our generation is raised with technology and this is a very effective way to reach out to us on a very serious matter. It is very hard to finish the game though you progress after some time.

- We liked that they put Sinterklaas in. It was quite useful. The app taught me more and what to do in those situations.

Well done 3TTO. Despite restrictions on the practical activity, you have all learned a crucial life skill.
ENGLISH TTO

You will have read some speeches by 2TTO further back in this magazine. Here are some inspirational speeches made by 3TTO, also written with the theme #AStoryThatMovedMe.

Speaking is a way of painting a picture using words. Speeches have the power to make us see a situation differently, to understand how someone else feels and even to change the world. Using the magic of technology I invited to our lesson an ex RLW TTO student who represented the NL at the 2009 BBC Public Speaking awards in London.

Hannah van Otterloo joined us from Australia to share her tips for writing and delivering speeches. She shared her journey in Public Speaking and her week in London representing the Netherlands. Hannah told the class how useful the skill of writing and giving a successful speech was with her studies and currently in her professional life in Sydney. She encouraged the students to see oracy as a tool for life. After this great introduction Year 3 wrote and gave some exceptional speeches.

I hope that you will enjoy reading a small selection of them.

The Sad Truth about Greenlands’ Youths - Nicolas Oguorie, G3a

Have you ever felt useless? You think your entire goal of existence was a mistake. Have you ever felt lonely? To such degree you feel like you are the only person on the planet. Have you ever been ignored by your parents? You know that they can hear you, but they don’t want to listen to your life, because theirs is already hard enough. Drinking all their pain away. Well, they think they do, but after that they have, they feel even worse than they did before. This is a normal daily cycle for the young people in Greenland, where they see suicide as their only way out of this madness.

If you didn’t know yet, Greenland is the world’s largest island, located between the Atlantic and Artic Oceans and it’s an autonomous territory within the Kingdom of Denmark. An autonomous territory is a place that is territory of a sovereign country, but still has some self-governance. Just like the Netherlands have with Suriname. Most of their residents are Inuit, whose ancestors migrated from Alaska through Northern Canada, gradually setting on the island in the 13th century. After Denmark claimed Greenland as their territory the problems started forming and a vicious circle settled on the island. When the first Danish colonist arrived at the island, they brought all their traditions and way of life to the Inuit. Their architecture, food and songs and the worst of them all: alcohol. The colonists and Inuit started building houses and forming a local government, but after they were done the unemployment rate grew higher and higher.

With most people getting a payment from the Danish Government that the Inuit then spend on alcohol. I think you can understand know that after drinking alcohol you can get very hostile and start acting up very strange. The Inuit were no exception to this. They started hitting, or even worse, sexually assaulting their own children! Those children start feeling lonely and depressed. Which then causes them to make an end to their own life. The children who didn’t end their lives start this
vicious circle again in their generation and so on. One in four youths have tried to commit suicide, the highest suicide rate in the world. Luckily it is starting to improve the government is trying to limit the use of alcohol in the country and more social clubs emerge in the country, where the youths talk with others about their experiences, which really helps them. I don’t think that the problems will be gone forever with the presence of alcohol still in the country. I believe that alcohol should be banned in Greenland, because it causes more problems than that it solves. If this doesn’t happen it would be a shame for such a beautiful country as Greenland and its indigenous people.

Thank you for listening to my speech are there any questions?

The following speech, written in January, now seems very poignant. The subject of Sterre’s speech is the inspirational athlete Bibian Mentel, who recently passed away.

A story that moved me – Junior Speaking Contest, Sterre Staffhorst, A3B

The story of Bibian Mentel

Good morning Mrs. van Otterloo, good morning class. My question to you is, do you think that people with a physical disability can engage in sports? According to Bibian Mentel everyone can engage in sports. Today I am telling you about a story that moved me. It is the inspirational story of Bibian Mentel which made me think about life. Life isn’t always easy and about happiness. There are so many ups and downs in life but staying positive and looking for solutions to your problems is so important. You can achieve anything, no matter how many setbacks you get. If you keep going and you keep fighting you will get there one day. Bibian has had so many setbacks but never gave up and kept fighting and look where she is now.

For those of you who don’t know who Bibian Mentel is. Bibian Mentel is a 48-year-old snowboarding athlete from the Netherlands. She is a three-fold Winter Paralympics gold-medallist, and she has won the gold medal 5 times at the World Championships. Bibian started snowboarding in 1993 and participated in her first FIS Snowboard World Cup three years later.

In December 1999, Bibian fell during the practice round for the Championships. She tore her ankle bands. After six weeks of training with a physiotherapist she could snowboard again despite a swollen ankle. She completed the season, her ankle got rest and looked normal
again after one month. But at the first fitness training it was immediately wrong again. Bibian was sent to the hospital, where x-rays ‘accidentally’ revealed a spot on the bone of her shin while making x-rays for her ankle. A diagnosis could only be made after three months: it turned out to be a malignant tumor, or bone cancer. The tumor was removed and Mentel started training for the 2002 Winter Olympics. Soon it became clear the tumor had regrown and had a chance of spreading to the rest of her body via her blood. Bibian chose to have her leg amputated. Four months after the amputation, she was able to snowboard again. This was how she found out she had cancer for the first time. Meanwhile Bibian has had cancer twelve times over the past 21 years.

Bibian set up her own foundation in 2012 to motivate, stimulate and inspire children and teenagers with a physical disability to engage in sports. It is called ‘Mentelity Foundation’. She also works as a motivational speaker in the Dutch and English language.

Why did her story move me? Bibian’s story inspired me because she survived cancer 12 times and she still finds the happiness and positivity in everyday things. Bibian shows that you can do anything you set your mind to. It doesn’t matter if you have a disability or not, everyone can engage in sports. She said; ‘if I can do it, you can do it too!’

Jurre Kees. A3B.
9 January 2020

Saving 1200 Lives

When I mention a WW2 hero who was a member of the Nazi party most of you will probably not believe, but this story is exactly about this unlikely combination. Oskar Schindler was by all definitions a hero for what he did during WW2. Saving so many from certain death by risking his life and giving up everything he owned. But what changed his mind? And how did he achieve this amazing feat?

Oskar Schnieder was a Sudeten German. He was born on the 28 of April 1908 in Austria-Hungary. In 1939 he would join the Nazi party and when Poland was annexed a former Jewish pot factory in Krakow became available and Schnieder was quick to lay claim.

As you can all imagine the transformation from a proud Nazi to a hero is quite big to say the least and does not happen overnight. Oskar Schindler started out as a greedy businessman, with little regard, if any to others. When he started up his factory, he had only 7 Jews working for him and this was not meant as a heroic rescue mission, they were there for their free labour. However, as the war progressed Oskar Schindler slowly started to change due to the stories he was hearing and kept seeing.

The way Jews were treated during WW2 was horrific there are no words to describe the horrors Jews went through. It’s often said that “Jews were treated like
animals” but that sentence is an enormous understatement. The way we treat our life stock would be royalty in comparison. Jews were starved, separated from the once they loved, abused and stuffed in to dark rooms where they would be gassed, only because they were Jewish. The fear they had to endure is unimaginable to us, and so to was it for Oskar Schindler.

There was no specific turning point in Oskar Schindler’s life, but someone who definitely played a part in his change was Itzhak Stern who was Schindler’s assistant and a Jew himself. He helped Schindler see the truth. Eventually Schindler too knew what had to be done. They started by buying lots of Jewish workers by falsifying their documents change their occupation to engineers and factory worker and would later start buying their wives and children.

But it did not come without risk, he was arrested several times but got off easy by saying that it was for his business, saving money and by bribing the SS officers. When he was questioned about all the women and children he was buying. He would come up with cheap excuses just like the once we students make. However, he knew that if his true intentions where to be leaked it would cost his life and all the lives of the workers in his factory. However, he kept going.

At the end of the war Schindler and Stern saved 1200 Jews. Before long, his action became known and was awarded the “righteous among the nation”

The story of Oskar Schindler has touched me and so many others over the years. Schindler's actions can never be forgotten and he his story must be told to all the generations to come. His bravery and perseverance in the face of such danger and risk are truly inspiring and heroic.

Thank you


Background

When the world and also The Netherlands went into Lockdown, I heard on the news that the air was cleaner, because there was a huge decrease in CO2 emissions and dust. This was caused by people staying at home who did not need to drive to their work, but one of the most impactful changes to CO2 emissions was the reduction in people flying. This story really moved me and I thought it was a good topic for my speech. This Corona pandemic is not a nice time, but it definitely showed us how we can change things to get a cleaner and nicer world. So, there is a silver lining to Corona.
A Silver Lining of Corona

The restart of air travel after the pandemic offers a unique chance for more eco-friendly travel behaviours.

Attention grabber

Will we ever fly again for our holidays?
Will air travel be the same again after the pandemic?
Should we change our travel behaviours?
Is this the chance to make our travel more eco-friendly?
What do you think?

Good afternoon everybody. My speech is about a silver lining of Corona.

Introduction

Due to the Corona measures there are far less holiday flights now. The number of flights around Christmas decreased with more than 60%. Of course, all of us would like to move around again after the pandemic. Is the situation we are in now an opportunity to change our travel behaviours for the future? Air travel is one of the most polluting activities. It is also an activity that you and I have control over. What is a good way forward for our holiday travel? What is the benefit of flying less? Let’s look at the advantages.

Content

Let’s first look at the impact of flying. If you make a return flight from Amsterdam to San Francisco, that flight emits around five tonnes of CO2 per person. That is more than twice the emissions of a family car in an entire year. Emissions from planes are increasing fast. They increased by more than 30% between 2013 and 2018. There are plans to make planes more fuel efficient but the slow reduction is not keeping up with an increase of kilometres flown. Before the Corona crisis the kilometres flown were expected to double in twenty years. By not flying and choosing different means of transportation we could achieve a huge reduction of our carbon footprint. For short distances, trains and coaches are good alternatives with low carbon emissions. Also, driving is an option if the car is efficient and there more people sharing the ride. A nice benefit is that you do not have to waste much time waiting at the airport and you see more of the landscape during the trip. So, for your next holiday trip do look at the alternatives for flying. If we all try to reduce the number of
trips that is of course the most significant reduction. If we really have to fly we can select the airline with the newest aircraft. New aircraft are more efficient and cause less emissions. There are websites where you can find the best airline for your trip. Also, it always helps to pack light. Less baggage, less kilos, less CO2. Another factor is the route. Direct flights mean less distance flown than flights with stops. And always, you can pay to compensate for your emissions. For example by having trees planted.

**Conclusion**

So, are you going to reconsider your holiday plans? May be stay closer to home? Or choose the train or coach? When flying, will you try to reduce the impact of your trip?

This pandemic is not a nice time, but it is a good opportunity to change things and get a cleaner world.

The restart of air travel after the pandemic offers a unique chance for more eco-friendly travel behaviours.

We do this for ourselves, but also for the future generations and planet Earth.

Thank you all for listening to my speech.
A fun measuring lesson:

Math Kindergarten Lesson

This lesson was extremely fun, because in the 3rd year you don’t do a lot of arts and crafts during classes anymore and thanks to Corona a lot of Practicums during Physics, Chemistry and Biology were cancelled as well. We could laugh during this lesson and just go with the flow, instead of following a lot of techniques like we usually do. We could also go outside for a couple of minutes to measure the school building. I didn’t realise how much I missed just walking through the school during class hours to work on a project as we used to in the Brugklas. I really wish we could do more projects like this in other classes as well. It was amazing to actually do something together in class instead of sitting at a desk listening or making homework the same way we do at home. Even though it was a simple and straightforward project, it still made us learn more about how to use an inclinometer and how to measure the angle of elevation. I do hope other teachers try to create such a fun lesson as Mr. van Bergen did.

Frederieke Smit G3A

First they had to build their own Inclinometer from scratch, out of bits and pieces such as tape / glue / string / paper and a weight. Then they used it to measure angles to calculate the height of something such as a building or a tree.
Using their classroom-made Inclinometers and measuring outside.
**UPPER SCHOOL TTO**

**I & T**

During the lockdown I&T students were looking into different research methods - they were required to identify steps to good research and then create an attractive infographic visual. This will prepare them for the research that they will need to complete in the coming weeks.

Below are some good clear examples of *infographics* on social and cultural research.

Alessandra Lamb. 4V

On the next page another ‘look’ for an infographic by Paul Wolters. 4V.
10 Steps for Social and Cultural Research

Step 1:  
DETERMINE THE TOPIC TO BE RESEARCHED  
Define a question, topic or problem that interest you. This can be as straightforward as asking yourself what interests you or which issue you find challenging or frustrating and want to better understand.

Step 2:  
DEVELOP A FOCUS QUESTION OR HYPOTHESIS  
Decide which concepts would provide a clear emphasis, to ensure that there is an appropriate focus topic. Dividing your research and report writing into convenient sections makes the process easier and more manageable.

Step 3:  
GATHER BACKGROUND INFORMATION  
Find and review appropriate secondary material related to your topic. This secondary research will fast track your knowledge and enhance your capacity to apply other research methods.

Step 4:  
DESIGN THE RESEARCH  
Understand the full array of research methods available and plan which ones you will use in addition to the secondary research already undertaken. You should consider the time and resources you have available. Balance your primary and secondary research, as well as your qualitative and quantitative research methods.

Step 5:  
DEVELOP THE RESEARCH METHODS TO BE USED  
Ensure the timeframe for conducting research is suitable. For example, you might need to make questions, edit them and wait for the answers.
10 Steps for Social and Cultural Research

Step 6: 
APPLY THE RESEARCH METHODS ETHICALLY
The ethics of research are vital to the overall integrity and process of your research. Ensure that you fully understand issues around correctly acknowledging and referencing the research and writings of others and that you never plagiarise.

Step 7: 
COMPILE AND ORGANISE THE COLLECTED INFORMATION
The collected information generally involves written text, but should also include charts, diagrams, tables, illustrations and other graphics that are relevant to your research and written text. Try to vary your words and present the information relevant too your findings.

Step 8: 
ANALYSE, SYNTHETISE AND INTERPRET THE FINDINGS
Keep your headings in mind so that the information collected can be sorted under appropriate headings.

Step 9: 
WRITE UP THE CONCLUSIONS
Do the same conclusions emerge from the different research methods you have used? The goal is to balance this but don’t exclude information that does not fit in your hypothesis.

Step 10: 
CHECK THE FINAL PRODUCT
Carefully reading and editing spelling, grammar, use of concepts, paragraph structure and correct referencing are crucial. Leave enough time to do this. Avoid slang and abbreviations.
KCV

From January to March 4V KCV students worked on Art and Architecture. All students were assigned to one subject/style period, about which they had to teach their classmates in a presentation, with handout. The handouts and presentations were the material they had to use to prepare their only PTA test for KCV in March. They did really well, especially considering that they all had to present online during lockdown.

We do have some future teachers in this group. 😊

Here are some examples of handouts made by 4V KCV students.

Mees Gunneman 4V

Black-figure vase paintings (700 – 200 B.C.)

- Popular between 700 – 500 B.C. but specimens have been found dating as late as 200 B.C.

- Originated in the City of Corinth

- Made from carefully developed clay, and shaped using a pottery wheel and limited tools

- Black slip applied on all areas that are supposed to become black, slip then bakes into clay during firing process

- Fine details made through incisions exposing the red clay

- Vases come in all shapes and sizes

- Details can also be painted on later in the colours White, red and yellow with White being used to represent female flesh as opposed to the males who were just left black

- Paintings show many different depictions but most popular are mythological scenes (like in the picture*) decorated with floral patterns

- *Original vase in the picture was made by Exekias around 530 B.C. and it depicts the mythological scene of Ajax’s suicide
Lotte Tjebbes

Classic Sculpting (450-323 BC)

Hermes and the Infant Dionysus
(c. 350 - 330 BC)

- After the Severe Style period, biggest differences:
  - Spaciousness
  - Emphasize the body and movement rather than the decorative effect
- Idealism
  - Representation of things in ideal or idealized for

- Wet-drapery style
  - Clothing appears transparent and clings to the body, to keep a figure clothed and modest while allowing the shape and details of her body to show through the clothing for women.

- Contrapposto
  - Figure stands with one leg holding its full weight and the other leg relaxed
  - Alternative to the stiffly static pose

- S-curve
  - Body and posture is depicted like a sinuous or serpentine "S".
Henriëtte Kettler
Neoclassical Sculptures (1800-1900)

- The Baroque period was followed by the Neoclassical period.
- The discovery of Herculaneum and Pompeii inspired the 19th-century artists to reimagine Greek and Roman antiquity.
- The Baroque period focused on:
  - asymmetry, bright colours and ornamentation
- Neoclassical period focused on:
  - Order, symmetry and simplicity
- Artists looked back on the classical times of the Greeks, Romans and Renaissance, therefore inspired by classic sculptures.
- Aspects of Neoclassical sculptures are:
  - Symmetry, life-sized and serious subject matter
- Neoclassical sculptures symbolise idealism and realism.
- Artist wanted their sculptures to radiate purity, therefore they used:
  - Marble, white and they smoothened their sculptures
- S-curve and contrapposto were used to create dynamic and movement.
- Wet-drapery style was used for the clothes.
4V Atheneum students were also learning about art and architecture; the styles from Ancient Greece and Rome being pivotal to our Western Art History. They created games, timelines and mind maps as a response to the cultural discipline of Fine Art.

Left: Sophie Blom, Flo Janssen, Frederique de Jong and Micky Klein.

Below: A card game by Sydney Wilde, Kayleigh van Zyl and Eline Nederlof.

Left: Eveline van Bemmelen, Anouk Boele, Floris Loozekoot and Laura Montoulives created ‘the Fine Art Edition’ of LIFE. The game consists of many pieces, all intricately hand-made.
Lately, CKV pupils have been busy immersing themselves in PHOTOGRAPHY. Familiarising themselves with some classic photographs from the history of photography by recreating some of them to train their photographic eye, and then going off and taking their own series of photographs. They also had a written assignment to pick a classic photograph and express it subjectively as if they were the object in the photograph. They then had to write an objective analysis of its visual elements and meaning.

The examples below show a range of all these various works. From recreations of some classics such as William Wegman’s Weimaraner series, to own photographs and some wonderful creative writing expressing their subjective view of a chosen photograph. There are, as well, some examples of objective accounts of the photographs they had chosen.

Jorrit Hilders recreated the infamous Weimaraner dog themes by William Wegman. The Hilders family dog has outrageous star quality and is very photogenic! Below in the creative writing exercise Jorrit writes from the dog’s point of view …..

A doggy diary

Dear diary,

Today was so fun the beginning of the day was like usual i had a walk and got to play with ball and then ball got thrown and then i chased ball and that was fun i ate dinner but after dinner was the where the real fun part started after dinner boy had a task for me first he put
a really big long collar on me it was very annoying it did not fit around my paws and then i was very excited and started running and slipped and fell on my snout but i got a treat and felt much better then i got told to sit in the chair i did not want to but boy had a lot of treats so i had to do it and then when i sat down mommy gave me a lot of other collars like a long white one that looked like it had balls on it which i really wanted to bite into then she gave me another collar but this one did not seem to go around my neck but on top of my face but then i had to sit there and wait while boy was taking pictures so i smelled what was in the glass but it stinged my nose and i jumped of the chair and then boy offered me a treat to get back on the chair and the treat was very nice and then then boy and mommy pointed their phones at me a bunch for some reason and a lot of flashing lights and there was also all these things on the table like a glass and cards and circles so i thought i was going to play a game and then i did not play a game and then they said i was done and so i ran away but i was still wearing all the collars and so i slipped and then boy took the collars off me which was very nice and then i went on another walk and then went to sleep

My picture is obviously inspired by William Wegman, but I gave it a more black and white fashion shoot like feel. Wegman usually uses bright colours and a lot of blending but seeing as I did not have the time nor budget to make an entire studio I did the shoot in black and white which I thought would fit better as a fashion shoot.

Abstraction in interior forms

For this theme I made three pictures, which all have very strong and clear lines, but also have a slightly different ‘mood’. I tried to look for different lines and angels to make the composition more interesting.

Esther van Klink shows she has an eye for good composition and unusual juxtapositions.
Sam Elion shows beautiful control of dramatic light and dark, in his theme of Abstraction in the Human Form.


The Bombing

Dear diary.

It was March 15th 1982, the day I lost everything. My family and I were just sleeping in our apartment when we were roughly awakened by a massive explosion. Sharps end debris were flying around everywhere and I recall getting hit on my head. Hours passed before I finally woke up. I remember being totally dazed and having an appalling beep in
my ears and from the moment I woke up I was overwhelmed with a singular thought; ‘where is my family?’ I started to dig as fast as I could. Cutting open my hands on all of the sharps stones and debris and getting nauseous from the enormous amounts of smoke and other gases surrounding me, my apartment and so far as I could see the entire neighbourhood. Nevertheless I kept digging. I was so scared that I would had lost my family right here on this instant. My head was overrun with the worst case scenarios and the only thing that kept me going was the hope I would find them before it was too late. Minutes turned into hours and hours turned into days and I still had not found anyone. I did all I could do, but eventually I had to leave my apartment because it could collapse any minute. Knowing I had to leave while my family could still be alive somewhere under tons of debris was the hardest thing I had ever had to do in my live. It left me heartbroken and absolutely devastated and I do not know if I will ever heal form this pain in my heart.

Objective facts:

The photographer is Don McCullin. The photograph was taken in 1982 in Palestine. It has no title. The photographic genre is Photo-journalism.

At first look you would say that the photo is petty static, but the hand gestures give a sense of movement. Like the woman is walking around in the room.

The debris and concrete have a cold texture.

There is a lot of negative space surrounding the main object. The woman itself does not fill up much of the space, but standing in the mid-ground she does get the most attention of the photo.

The photo is made in black and white and has a strong contrast between dark and light spots. For example the woman and parts of the debris are made quite dark which contrast against the light wall and outside the room.

The photographer does not really use lines, curves or shapes to create abstraction in this photo. He wanted a realistic photo of the situation.

Your eyes are mostly drawn to the woman. This is because the photographer makes good use of the rule of third and also because the woman stands out from the rest of the photo.

The photo was taken a bit below eye level, which creates a feeling of looking up to the woman and also add a sense of drama to the photo.
The following three photographic series are by Ismey Otterstedt.

Above: “Broken World”. The objective of this pair of photographs is to show a person longing to break free from a world that is ultimately broken.

“Failed Escape”. The purpose of this set of photographs is to exhibit the need to escape reality without actually escaping.

“Lost”. The intent of this set of photographs is to display a confused person. A person who doesn’t recognise herself in the mirror.
Flo Janssen certainly has a natural photographic eye.

Below, she analyses her own photograph.

This picture is taken by me, Florence Janssen, on the 27th of December in 2018.

This photo is shot in a documentary style genre with a 1950s look.

**The composition mainly is symmetrical as you can see in the red arrows I put on the photograph. The lines are sharp and work well in juxtaposition with the curves of the bridge, shown in the blue arrows. The skyline of Brooklyn seeming to lie on top of the bar gives an extra perspective to the composition. All the techniques stated create this documentary styled look.**

**The mood of this photograph is lively because people are doing and seeing thing. On the other hand the mood is rustic and organised considering the use of harmony.**

**The granite texture of arches of the tower evokes a 1950s feeling. Along with the black and white filter the sense of this period is conveyed effectively.**

**As you can see the railing dominates the space. Making the focal point the railing leading up to the tower. The negative space being the sky, blends out the busy foreground. By which maintain the asymmetrical composition stays clear.**

**The different elements of space, depth, perspective, symmetry and more have worked together in order to create an interesting scene which you normally do not see. The sharp lines in combination the curves balance each other out. This highlights both the rustic and the lively mood.**

**In conclusion I think this is a great photograph and it has given me a whole new point of view. I now started seeing all the lines and shapes that were ‘hidden’ in this picture. The depth and perspective also make the picture interesting to look at.**

**I think the photographer wants to express that, no matter where you are, and how boring it may or may not seem; you can always find a new angle or perspective to look at something in a certain way.**

This photograph is a perfect example of the genre, **Pictorialism**. Pictorialism is a style of photography characterized by soft focus and artistic composition. Pictorialism dominated the field of the serious amateur photography from the early 1890s up until the First World War.

Here is my subjective account of this photograph:

**Where They Go**

Dear diary,

It happened again last night. I was back at the place again. Nothing had changed about it, as if it had been preserved in time. The first time I had been there, was around five years ago, the night my mother died. Two years later I was back again, the night before my brother died. The last time I had been back must have been around two years ago, right before the love of my life died. My god, has it really been that long? It feels as though everything happened yesterday, however death can do strange things to a man.

I shivered, the scene flashing before my eyes...

The dream, or maybe I should call it a nightmare, is always the same. I am always standing under a tree, staring into the distance. It’s that strange time of the day where I can’t tell if the sun is rising or setting. All around me is quiet, nothing moves, either because there is nothing there, or because the creatures are too scared to risk making any sound.

I’m not one to let my imagination run wild, however, this dream taking place every night before someone I care for dies seems to be too much of a coincidence for my liking. If I didn’t know any better, I’d almost think that this scene is my subconscious mind taking me to a place in between the world of the living and the world of the dead to prepare me for what’s coming.

As I lie awake, staring at the ceiling, covered in cold sweat, I wonder who is next, for I have no one left for whom I care.

Maybe this is the end. The longer I think about it, the more certain I become. There is someone left that I care about; myself.

I put my pen down, take a deep breath, and close my eyes. I’m standing under the tree, but instead of seeing a field with nothing in it, other than a couple of trees, I am looking right at all the people who left me too soon.

By Anouk Boel.
UP OR DOWN

I am a way up or down,
Tired of every day,
I feel like I am going to drown,
I don’t even get a say.

People walking over me day and night,
Feet is all I see,
That is my everyday sight,
This is not what I want to be.

Click clack,
The sound I hear every day,
All I want is for it to go away,

Click clack,
No one can hear my silent screams,
For me they are so loud they echo in my dreams.

Click clack,
I hate that sound,
Someone make it stop,
It is all I hear nonstop

This is a life of loneliness and filled with pain,
I hate this life but no one to blame.

I’m tired of being touched,
People walking over me,
Feeling feet all over me,
I am so sick of that being all I see.

Always people around me,
Yet always lonely.

I hope that one day my pain will go away,
All I can do for now is stay,
And feel like I am going to drown,

And see all the people going up and down
Up and down
Up and down
Up and down
Up and down

CULTURAL REPORT: PHOTOGRAPHY

By MICKY KLEIN 4V
Photographer: Bill Brandt  
Title: A Snicket in Halifax  
Year: 1937  

This picture is an industrial landscape in terms of subject matter. Brandt was an art photographer, so it is also art photography.

1. The photo is static and calm but the lines of the path going up gives you the sense of movement upwards.

2. In the picture there are cold textures of stones, which enhances the illusion of going up and the sense of depth, you see the stones come more together and becoming smaller the more you go up.

3. In the photo there are very strong sharp straight lines. This adds to the abstraction of the photo and adds in this case more depth to this picture.

4. In this picture there is no use of color. It is black and white. This creates a huge contrast. You can see this clearly with the sky and house. With the contrast you get strong shapes. Making the picture very strong, static, simple yet very pleasant to look at.

5. The view point is off center; the path is not directly in the middle. However, this still gives very strong vertical lines, as well as some horizontal. The camera is also looking up, which also adds to the impression of going upwards.

6. When I look at the picture, my eyes are immediately drawn to the stone path going upwards, because this is the object in the foreground and the closest to the camera. The sky and the house are in the background. It is very interesting to look at the different stones in the path and to the way the stones keep getting smaller together as you are going more upwards the path.

7. In this photograph there is a very good use of depth if you look at the stone path. The side ‘walls’ of the path are going up to a certain point which makes it look like the path is getting smaller and smaller, the stones are also getting smaller and closer together. This adds to the illusion of depth, you get the sense you can look deeper into the picture and in this case upwards.

A) To me, the photograph gives off a dark ominous mood. It gives me sort off a horror feeling. Kind of a scene from a horror movie, like something bad is about to happen. This is definitely not an ally you want to pass alone at night.

B) I think the photographer exactly wanted to express what I said above: a scary dark mood. In addition, I think he also created a curious feeling with this picture. What is present at the end of the path? Where does it lead to? All of this makes the photograph a lot more interesting to look at.

C) By using all the visual elements mentioned above, the photographer does a great job to create a certain mood. For instance, by using the color that is mostly associated with dark and scary: black and dark tones. The contrast also adds to this scary feeling. Just like the sharp lines and strong shapes. With the viewpoint being off center and also looking up adds to the curious feeling about where the path may lead.

D) I think that Bill Brandt did a great job with taking this photograph. He used elements like lightning, lines, shapes, patterns and color which all work well together to add interest and a great deal of composition. It is a simple yet very interesting photograph which I could look at for days.
A mirror’s thoughts of wisdom

(a memory of a dream about a woman talking to a mirror, based on a mirror scene in Snow White).

**Girl:** “MIRROR, MIRROR on the wall, who is the fairest one of all?”

**Mirror:** “Well silly girl, I hate to keep getting this question from you. I actually have more important things to do. Do not be shallow and empty.”

**Girl:** “Dear mirror, my boyfriend has not called me for several days and I’m scared that he will leave me for another. My heart is just as broken as this mirror right now. Mirror, do you think I am still beautiful?”

**Mirror:** “You look like a goddess! Why don’t you believe in yourself?”

**Girl:** “I am afraid that I will never find a new love again. I feel so desperate. I do not see a future for myself anymore. Maybe I am just not attractive to anyone...”

**Mirror:** “With all the problems that our world is facing, your looks are the least of my problems. What about pollution, climate change, the corona crisis and hunger? Also, do remember to take a shower now because you smell VERY bad at the moment.”

In any case, just remember this:

- **Believe in yourself**
- **No matter what you choose**
- **Keep a winning attitude**
- **And you can never lose.**

(mirror making an attempt to hiphop...)

**Girl:** “Gee, thanks. Go preach at someone else please.”

**Mirror:** “Beauty is not about some structures on your face. You can only see your beauty through others. All you have to do is just look at your dear ones and find how
much happier they are cause of you. Then you will realise your value and beauty. The IMPORTANT thing is to spend your life well, be a good person!”

**Believe in the power you have inside**

**And in wisdom confide**

**Don’t rely on a mirror, for it only shows your skin**

**It’s time that you look within.**

**Girl**: “I guess you are right. I will try to rely more on myself and be my own unique person. Forget about him. He does not deserve me.”

wakes up from the dream...

Second, objective part on the next page!
Horst P. Horst, a German-American fashion photographer, 1938. This photograph looks like an interior dramatic scene. It is most likely a fashion shoot because the woman is displaying jewellery and Cartier was a famous jewellery designer.

The camera angle is positioned in a way that you see both her and her mirror image. It is like you are standing next to her and draws you near.

Textures of the dress create a warm atmosphere. Also, the use of broken mirror pieces reinforces a dramatic effect.

Your eyes are drawn to the woman’s hands (focal point). The camera looks directly at her hands, which are positioned in front of her.

The cross shape in the centre possibly adds a religious element. You maybe think that she is in a church.

The fact that the photograph is black and white makes the scene more historical and serious. There is some contrasts between the dark and light values, making the photo more clear and interesting to look at. However, the colours are overall not extremely bright. The atmosphere is somewhat dreamy and mysterious.

Breaks in the glass are asymmetric and the woman leans slightly forward, gazing upwards. This makes the photo more vibrant.

The lines are very irregular and bold. It makes the picture less modern and more timeless, as if the person has always been there.

Mix of indoor and outdoor space: the woman seems to be inside but she also seems to look through a window. It gives the impression of depth, that there is additional space nearby.

Low angle shot, rather centric as you can see. The woman is gazing upwards, creating curiosity and anticipation; she is desperately waiting for her lover to return.

Dramatic, determined, waiting and pensiveness are dominant mood elements. The photo expresses strength by the way the woman is standing and holding her hands. These elements, together with the colouring and use of contrast and textures create a very powerful message.

My opinion of this photograph is that it is a very realistic and historically significant. The composition is interesting and effective. My attention is always drawn to her hands!
It exists now only in my memory

I recall that one summer day

When you took me to the sea

It was far far away

It was just you and me

I recall the sound of the unruly ocean

I remember the whistle of the soft summer breeze

I can remember the warm touch of your sun lotion

It must have been around a hundred degrees

The sound of waves cRaShInG and children DaShiNg

I could hear it all

I heard boats PaSSInG and even water spLaShInG

I remember, I recall

Now I am parted from the world of voices

The once so lively world has gone still for me

No more sounds, no more noises

It exists now only in my memory, you see?
1. Even though the photograph appears calm at first glance, the image, by using the rule of thirds, can be split into 3 sections; the foreground, the middle ground and the background. This rule of thirds causes the viewer’s eye to be drawn inward – adding a dynamic touch to the scene. However, the main focus remains on the ear. Also, the use of black and white/light and dark brings out great textures/contrasts in the photograph.

2. In this photo textures of stones/pebbles can be found. Due to the correct use of highlighting and shadowing and the black and white color of the photograph the contrasts in the picture get enhanced. The closer the stones/pebbles are to the foreground, the sharper and more defined the contrasts between each single stone/pebble are.

3. Even though there are no sharp and obvious lines to be found in the picture, due to the rule of thirds vertical and horizontal lines can be detected in this photograph. This intensifies the effect that causes the viewer’s eye to be drawn into the picture, creating depth, and adds to the abstraction of the photo.

4. The photo can be referred to as a monochromatic image, since it is made of varying shades of only one color. The photograph is black and white, which magnifies the contrasts in the picture; like the difference between the dark hair and light/highlighted ear for example. Contrast allows certain things to pop out, it shows textures and can convey moods to the audience. It gives a feeling of edginess and strength.

5. When I look at the picture my focus is drawn to the center of the picture/ the horizon. I look over the ear straight into the “distance”. The viewpoint might even be considered a little tilted, because from right to left the altitude decreases – higher to lower.

6. When I look at the picture, my eyes are firstly drawn to the ear. This is because it is located in the foreground, it is highlighted due the correct use of lighting, and it has a more defined contrast around the ear. However, besides the ear, the viewer’s eyes are drawn into the picture, to the

7. Because the main object (the ear) of the photograph is placed in the foreground there is a lot of negative space in the background, however due to the textures of the pebbles it is more interesting to look at. Also, as explained at question 1, because of the rule of thirds more depth is created in the picture and the viewer’s eyes are drawn inward. This makes the whole picture more interesting to look at and adds to the illusion of being able to look ‘deeper’ into the picture.

A. To me the picture gives of a feeling of peace and silence, but also a bit of a vague and ominous feel. And due to the contrasts and the black and white colors a little touch of maybe

B. I think Brandt tried to express exactly what I mentioned at question A. This picture also has a surreal theme to it; by mixing the human features (the ear), with the black and white natural environment a strange, eerie surrealist feel is expressed.

C. By using all the elements mentioned before, Brandt succeeded at capturing a certain mood. The shadows, the use of light, the tones of black and white, the contrasts, the textures, the titled viewpoint, all add up and create an ominous/eerie, and vague picture which leaves the viewer speculating and with unanswered questions.

D. In my opinion I think Brandt did very well. He successfully combined many visual elements which created a photograph which is interesting to look at and conveys a certain mood. The picture is slightly dynamic, draws the viewer’s eye inward, and has a great deal of depth and contrast to it.

E. I think Brandt tried to express exactly what I mentioned at question A. This picture also has a surreal theme to it; by mixing the human features (the ear), with the black and white natural environment a strange, eerie surrealist feel is expressed.

F. By using all the elements mentioned before, Brandt succeeded at capturing a certain mood. The shadows, the use of light, the tones of black and white, the contrasts, the textures, the titled viewpoint, all add up and create an ominous/eerie, and vague picture which leaves the viewer speculating and with unanswered questions.

G. In my opinion I think Brandt did very well. He successfully combined many visual elements which created a photograph which is interesting to look at and conveys a certain mood. The picture is slightly dynamic, draws the viewer’s eye inward, and has a great deal of depth and contrast to it.
Photography Report; subjective writing
By Noor Wensveen 4V

‘Just a simple tile’

Some might look at me like I’m just a simple tile
Being ever walked has been a daily thing
It always feels like no one is listening
Do people know my story? I’ve been thinking about this for a while

I knew I’m as solid as a rock or stone
But deep inside I have always wished to be someone with a bone
To smile, to cry, to walk, to sleep
Making memories I can forever keep
Beautiful things you people tend to forget
Things I wish for, and never ever had

In my next life I hope to wake up as someone with blonde hair
To be a grateful person and walk carefully over that stone stair
I knew how it feels, I knew the pain, the only shower you get is from the rain
Hopefully the next time you spit out your gum
You think about that stupid writing tile that I have become

Photograph as inspiration: Bill Brandt’s A Snicket in Halifax. 1937.
Dear Diary,

It’s another day full of surprises, as it is unusual weather today. My body of water is rushing through long gaps that stretch through for kilometres. I feel like I’m being pulled to another place as if I don’t belong here. Life inside of me tries to outrun my speed. They’re playing games with me, but I always win. I don’t get why they haven’t given up yet. The birds above snack from my freshly produced water, they come down with a great speed and take off within seconds. They are extraordinary creatures. I’m afraid of what will come my way in the next bend, should I be frightened? It could be the one and only Satan standing in my way who just stepped out of hell itself, that could be possible as it looks like I’m in hell right now. I smell salt coming closer, and closer, and closer. That means I have almost arrived at my final destination; I will finally be free! Out in the open with new things to explore every single day. What a life.

For a mini-project during the unit on graphic novels, 4V pre-IB students were asked to create their own comic strip. While the topic of their cartoon was entirely free, they did need to correctly incorporate a number of graphic novel techniques in order to show they understood how graphic novelists mixed image and language to tell a story. The following two students did an exemplary and highly effective job!

**Cartoon #1 by Paul Wolters**

**Rationale:**

In my comic strip, I have used multiple transitions. The second and third panels have a moment-to-moment transition. This uses the least amount of time and gives the cartoon a slow-motion feeling, which creates a tension and makes the audience suspicious. The fourth, fifth and sixth panels show a subject-to-subject transition which jumps between large amounts of time and space, indicating that it takes the main character a long time trying to find the sound. I made the onomatopoeia texts, bubbles and falling star extend their panels so there would be an overlap between the panels.

For the techniques, I chose emanata amongst others. This can be seen when you look at the sweat drops in the third panel, the sweat drop in the sixth panel and the question marks in both the seventh and eight panels. These techniques express the characters’ emotions, for example scared, confused and embarrassed. I also chose to use onomatopoeia. You can spot this in the second and fourth panels. These create imaginative background noises for the audience, setting the mood. I also used the colors in a specific way. In the second and third panels, the atmosphere is dark and mostly black and white, because there is a scary thing happening at that moment. In the rest of the strip, I used bright colors as there were no more scary things happening. I also used different facial expressions and body postures which show the characters’ emotions.
Cartoon #2 by Alessandra Lamb

Rationale:

The cartoon is based on the Disney series WandaVision, in which colour plays a very important part. Since red is the most reoccurring colour and the first two panels are in black and white representing the lack of colour in the 50s and 60s episode. Emanata was used to show Wanda's confusion in the 6th panel. Onomatopoeia is shown in panel nine, for the ZAP of chaos magic that Wanda shoots at Agatha. Throughout the comic facial expressions play a big part. In the first five panels, emerging from decade to decade, Wanda is seen to become progressively less happy. And in the second to last panel the emotion is extreme due to Wanda having to say goodbye to her loved ones.

3 types of transitions that are being used. Action to action: This transition is can be found in the 7th and 8th panel during Agatha's transformation, cutting from the beginning of the action to the end of it. Subject to subject: A cut between
two related moments, focusing on a different subject in the scene can be found in the 9th and 10th panel. We see the same scene but first from Agatha’s view and then from Wanda’s. **Scene to scene:** A scene that changes location and time. This happens in the first five panels. We deal with a different decade every frame, dealing with several moments at the same time.
Pre-IB 4 TTO

Media Literacy Unit

The Year 4 TTO students worked on the Media Literacy unit in the second term. The Media Literacy unit is a unit that focusses on (print and digital) advertising and teaches the students about the parts of an ad, advertising techniques and the deconstruction of ads.

The students in Miss Haasnoot’s 4 TTO class worked on an ad campaign for an imaginary product or service. Below, you will find some examples of the print ads they created.

Rationale

We have created a company called custee with the slogan “Always ready for everything”. Our company meets the demand for T-shirts you can customize yourself. You might find yourself standing in front of your closet, not liking anything at all or searching for something that is simply not there. custee will solve your problems! You can design your own T-shirt using the custee app and create your self-customizable hologram T-shirt.

The product is targeted at an audience of 15- to 25-year-olds, since this age group will be most concerned with this problem.

In our ad, we made use of the advertising technique card stacking when we said that “9/10 people are happy customers”. This technique often includes statistics based on falsehoods. Our statistic might not tell you the whole story about our product. It gives you information in favour of our product.

For our slogan, “Always ready for everything” we made use of the technique of using “always” and “every”. It also sums up what our brand stands for: when you own the custee app, you are ready for every fashion emergency. Our slogan is also humorous and we kept it simple.

This ad can be found on billboards in shopping malls and will stand out because of our use of bright colours and the clear font.

By: Floris Jan van Dijk, Mees Gunneman, Henriëtte Kettler, Francien Holleman
Ad for an ELECTRO SLED by Eveline, Anoek and Fleur.

Ad for the ANTI CORONA DRINK by Noor, Nikki and Tommy.

No more rush in the morning with the newly designed quickbrush!

Ad for the Quickbrush by Sena, Femke, Esther and Malou.
In the past few weeks, the 5 IB students focused on political cartoons by Liza Donnelly. Liza Donnelly is a cartoonist and writer with *The New Yorker Magazine*, and resident cartoonist at CBS News. She also writes for *The New York Times*, *Forbes.com*, and *Medium*.

The 5 IB students studied techniques used by cartoonists as well as a selection of the political cartoons Liza Donnelly created on a variety of topics. At the end of the unit, the students were asked to create a political cartoon and to analyze a cartoon by Liza Donnelly.

On the next few pages, you can find some examples of the work the students completed and created.

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**Big Brother Bill – A Cartoon by Léonie Kunen and Talia Croughs**

**Rationale**

The topic of our political cartoon, “Big Brother Bill”, is the conspiracy theories on the COVID-19 vaccine, therefore making it SDG 3: Good Health and Well-Being. Our cartoon mainly focuses on the conspiracy theory surrounding Bill Gates, which claims that he is responsible for implanting chips into the vaccines, which are then used to track the vaccinated population and keep constant watch over them.

The political cartoon includes many different symbols, the most prominent of these being the location symbol above a protesting person’s head in the foreground. With this symbol, our goal was to show the irony behind the protesting against the corona vaccines in fear of being tracked, as anyone who has a phone or any other connection to the internet can be tracked through these. In the background, various banners can be seen with different phrases defying Bill Gates’ vaccines, and screens refusing the vaccine. Along with these, cameras and phones with location symbols can be seen in the background, showing the constant tracking people are already under in the modern world, due to the countless phones and cameras, such as security cameras, that can be found everywhere. With these symbols, Talia and I wanted to show the irony behind the protests of this cause.
The title, “Big Brother Bill”, is also a symbol for the political cartoon. The phrase Big Brother is Watching You is a reference to a totalitarian regime, in which everyone is under constant surveillance from the government through cameras and listening devices in which Big Brother is the leader. We named our cartoon this way as the ideas behind the protests for this conspiracy theory imply that Bill Gates plays a similar role to the Big Brother.
Dementia Pills – A Cartoon by Luca Renes, Geert and Aloyse van Waesberghe

Rationale

One week ago, everyone who follows Dutch politics could hear Mark Rutte, the Dutch and outgoing prime minister, stick to his awful script in order to survive a vote of no confidence. When he was accused of attempting to put a member of parliament, Pieter Omtzigt, out of play by offering him a “position elsewhere”, he just claimed to have “forgotten” what exactly had happened.

This is, of course, scandalous as it disrupts and destroys Dutch democracy. However what frightens us most is that he still got away with it, even after pulling the exact same trick when questioned on dividend tax, the “Teeven deal” and Iraqi civilian casualties.

We have tried to show our concern connected to Rutte’s tendency to forget important events through our own political cartoon. We have portrayed Rutte, identifiable by his unique glasses and the tag on his bottle of pills, which are to counter his dementia.

While we utilise labelling to help the audience identify Rutte, our concept should be grasped through analogy. The audience should be able to link Rutte’s forgetfulness in this situation with the events which already have been stated. Lastly, irony is used to reflect our opinion on this situation. It is of course rather odd that Rutte forgets to take his dementia pills, but it is even stranger to forget about important events.
Analysis of A Political Cartoon by Olse Peret

The 2019 Women’s March In Washington DC

The first, large, organised march in Washington was on the third of March 1913. This march was held to fight for female suffrage. Now, over one hundred years later, our society has become increasingly gender equal. But even now, there still are inequalities between sexes. Not only between male and female, but also between the other genders which have "emerged" over the years. For this reason, there is a women’s march every year, to ensure equality for all genders. Liza Donnelly, a cartoonist and writer for The New York Times, Forbes, and Medium, is well known worldwide for her political cartoons. She was also present at the 2019 March and made drawings of what she saw on an iPad. In her cartoons of the 2019 Women’s March, Liza Donnelly uses symbolism, text and colours to emphasize the message of the March and the diverse groups which attended.

Donnelly uses symbolism in her cartoons to emphasize some important elements of the march. In her second cartoon there are people wearing jackets with the symbol for women, but in them there is also a hand, signifying peace and unity. Some of the cartoons also have signs with the peace logo on them, this emphasizes the fact that peace is an important aspect of this march. In one cartoon, the yellow hats, which many of the marchers are wearing represent unity. This is contrasted by the many different types of people which are displayed, people of different age, skin colour and culture. Donnelly does this to show her audience that even though there are so many different types of women, they are all united by the main goal of achieving equal rights. This encourages the audience, whatever their background is, to stand up for equal rights and to unify with the others to peacefully achieve an equality for all genders.

Text on the banners on the marchers is displayed by Donnelly to highlight that equal rights must be established. In the first cartoon one can see two banners, which state: “together we fight for all” and “we are not going anywhere”. These banners emphasize the urgency of the situation and that unity is needed to achieve the goal of equal rights. In the second cartoon we can see two other banners which state: “feminism has no gender” and “only weak men fear strong women”. These banners are utilized to signify to the male audience that they must act to ensure that the women around them have the same rights as them. This is done by making clear that feminism is not only for women, but for everyone. In the third cartoon a girl is holding a sign stating two different messages. The first is: “my voice matters”, but the letters on the sign can also be interpreted differently. The I can be seen as a T and the c can be seen as an apostrophe, revealing the message: “my vote matters”. These two texts have the same message for the audience: that women all over the world must let their voice be heard. The before-last cartoon shows three women, holding a sign with “no safe seats” on it. No safe seats is a movement which strives for more inclusive politicians. In the final cartoon there is a woman holding a sign with “please put women in charge of everything” on it. This is a joke with an important meaning: there must be more female politicians to ensure a more equal life for women. All these texts are in the cartoons to highlight the fact that there still is not an equality between all genders. With these texts,
Donnelly tries to motivate the audience to also express their opinion on equality, through text or through words.

Diversity is expressed through Donnelly’s use of colours. In the cartoons, many of the texts are on colourful canvasses, to draw attention to their importance. In many of the cartoons there is a diversity in the colour of skin of the attendants of the march. This shows the audience that people from all over the world attended this march, and that people from all over the world are fighting for equal rights. This motivates the audience to also fight for equal rights, no matter their background, as it is shown to them that everyone is included in this fight for equality.

In conclusion, Donnelly uses symbolism, text and colours to motivate her audience to also stand up for their rights and fight for equality. It can be argued that with these cartoons Liza Donnelly hopes to unify women from all over the world to fight the difficulties that women face every day and hopes to inspire men to also stand up for their female comrades. If all sexes unite, together we will be able to stop gender inequality.
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2021 Cohort – Exam News

Our May 2021 IB cohort successfully completed their Individual Orals in February, before the Crocus Vacation. This IO is a brand-new assessment for the IB students who are partaking in the IB English A: Language and Literature certificate course, and it currently weighs 45% of their grade.

For the IO, the students were required to engage in a 15-minute, orally-delivered and critical examination of two different works connected by a Global Issue. The extracts are drawn from a work that has been studied in IB. For example, selected poetry by award-winning poets Carol Ann Duffy; the award-winning play *The Crucible* by Arthur Miller; the film *The Hate U Give*; a bundle of political cartoons by Liza Donnelly; as well as speeches written and delivered by Michelle Obama. Just to name a few. All students worked hard and were relieved to have this first part of the IB exam over and done with.

Now, the students are busily preparing for their final assessments. This year, due to COVID-19, they will only sit one paper exam on Monday 10 May, instead of the usual two. As a result, it will count for 55% of their grade – this is a lot! This Paper 1 exam will take place during the May Break, which shows the dedication of our students and teachers.

We wish our students good luck on their CITO exams, but especially with their IB Paper 1 exam in the May holiday.

You can do this!

Deb Stout, IB Coordinator
Marije Haasnoot, IB Subject Teacher
Junior Public Speaking Contest 2021 – Online

On Thursday 4 February, twelve of our students participated in the Online RLW TTO Public Speaking Contest 2021. All students delivered wonderful, heartfelt speeches on Teams to do with the topic #AStoryThatMovedMe. There was a huge variety of topics: from feminism to sustainable energy to the Black Lives Matter Movement to education for all girls... and so on.

The students were coached by Mrs van Otterloo, Mrs Royle, Ms Vletter and Miss Haasnoot. The judges consisted of Mrs Campbell, Ms Seijger and Mrs Wearing, while Mrs van Leeuwen was the trusted timekeeper.

As a TTO Department, we are incredibly proud, humbled and moved by our students’ contributions. Every single one of them managed to impress us. This year’s competition was unlike any other public speaking competitions hosted by the TTO Department before, since the COVID-19 pandemic meant that the competition had to take place online. All students rose to the challenge, however, and delivered fantastic speeches.

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<th>Student</th>
<th>Speech Title</th>
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<td>Armaan Monnik (2A)</td>
<td>Never Give Up!</td>
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<td>Hannah Leeuwenburgh (2Ba)</td>
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<td>Emilia Vocke (V4)</td>
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<td>Eleanor Luijkx (G3A)</td>
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<td>Josephine Keijzers (A3B)</td>
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<td>Elena Fokké (G3A)</td>
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<td>Roni Çiftçi (A3A)</td>
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<td>Frederieke Smit (G3A)</td>
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<td>Mark van Damme (A3B)</td>
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<td>Amy Bernoski (G3A)</td>
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<td>Nicolaas van Koppen (A3A)</td>
<td>The Death of Rayshard Brooks</td>
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It was a near impossible task for the judges to come to a decision due to the high level and standard set by all the students. In the end, however, the following winners were revealed:

**Year 2 TTO**
1st Place – Hannah Leeuwenburgh (2Ba)
2nd Place – Armaan Monnink (2A)

**Year 3 TTO**
1st Place – Amy Bernoski (G3A)
2nd Place – Roni Çiftçi (A3A)

The Hidde de Groen Audience Award was won by Eleanor Luijkx (G3A).

Both Hannah and Amy represented our school at the regional round hosted by Het Stedelijk Lyceum – College Zuid on Monday 8 February. Hannah did a fantastic job and Amy even managed to get through to the National Rounds and will compete on Tuesday 15 June 2021!

You can read both Amy’s and Hannah’s wonderful and uplifting speeches “If You Can’t Walk, Surf” and “Mistakes Are Human” here!

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**If You Can’t Walk, Surf!**
By: Amy Bernoski (G3A)

This is a moving story. Figuratively but also literally. We live in dark times. But there are people out there who have been living in dark times since way before 2020. You think you have it bad because you can’t go out for a walk? There are 42 million people who can’t walk at all, because they have a neurological disorder that prevents them from moving freely. However, this is a story of hope, which moved me and I’m sure will move you too.

My family and I go surfing every summer. I love surfing, but it’s also really hard. You have to try to keep constant balance while waves crash against you. There is no time to think about your next move; your body has to react instinctively.
One day we met a guy who also loves to surf. He was a doctor at a rehabilitation center for people with a neurological disorder. Think of a brain hemorrhage or a stroke. On a beautiful sunny afternoon about 18 months ago, this doctor decided to grab his board and head out to the beach. On his way out, he noticed a young patient who looked depressed. On a whim he decided to take the patient surfing with him. And the most amazing thing happened...

This patient could not walk or move properly. But the doctor noticed that when he put him on a board, the kid instinctively moved to keep his balance, using muscles he was not supposed to be able to move!

Why is this, you may ask? After a brain hemorrhage or stroke, many skills have to be learned again. You have to think about things that used to go automatically. Standard therapy is focused on thinking and then doing. This is why movements tend to be clumsy and unsure. When you’re surfing, there’s no time to think. You are on the water, your only goal is to lie, sit or stand on the board. Patients have to use their automatic movements again, using a different part of the brain than the area which is damaged. The increases of activity in this part of the brain increases branching of nerve cells. Stem cells needed for recovery are elevated in the blood stream and in later stages also around the damaged area. A foundation has been set up to study these effects further.

However, in the meantime, 50 people have participated in surfing therapy which the doctor has set up a program for. Participants go into the water in groups of 10, accompanied by 30 volunteers. None of the patients could walk before the therapy started. There was even one guy who couldn’t even pee standing up. Guess how many could walk after one week of therapy? That’s right, all 50 of them.

This story moved me because it portrays hope and considering the events of 2020 and 2021 I think we could all use a little hope in our lives. And 50 people who couldn’t walk and now they can, if that isn’t hopeful and inspiring I don’t know what is!! these people have learned to move again and perhaps I have moved you to donate to this program. I, for one, have been moved to donate my time and will be volunteering this summer.

Thank you for your time.

Mistakes Are Human
By: Hannah Leeuwenburgh (2Bg)

When I was young, I was a curious little girl and I always wanted to try out new things. When I first saw an electric fence, touched it, to see if there was really electricity running through the cables. When I stood up from the ground, the first thing that crossed my mind was, that was a mistake.

Good evening ladies and gentlemen, judges and timekeeper. Today I will be giving a speech about mistakes and how they moved me and improved the world for the better.
Who decides what's wrong and what's right? It's actually all about who's side you take. Imagine this, you and your sister had fun making cookies and the next day you took some with you to school to share. When you came home, your sister was furious, because you had taken cookies that you made together without asking her. Later reflect on your actions, you wonder if you had made a mistake. Your friends were happy, but on the other hand, your sister was not. This taught me that happy friends are important, but first talk to your sister and make sure that she is happy as well.

We all know not to touch fire, because you once made the mistake to stick your finger into a flame. Children are scared of pain, because they remember the pain that they felt. That's the reason that we don't like pain. When you are hurt, it can mean that you made a mistake. If we didn't learn from our mistakes, we would still burn our fingers every time we would light a candle. That would make birthdays not so fun.

In your childhood, you had parents to guide you to learn how the world works. They helped you discover what you should do and what you should not do. This knowledge of learning through mistakes makes you a resilient adult and you learn where it's worth making a mistake.

You shouldn't be afraid to make mistakes. As Albert Einstein once said ‘Anyone who has never made a mistake has never tried something new’. Growing up is a time of learning and we learn through our mistakes. When children are growing up, they need their parents to guide them as they learn through their mistakes, because the most important step in becoming an adult is making mistakes. If you’re afraid to do things wrong, you'll never try anything new. If you can't handle doing things wrong, once you then make a mistake, you'll probably be really upset about it, but you can't do anything to prevent it from happening, because it happens to everyone.

Can mistakes lead to good things? Did you know that the world’s most important medical discovery of the 20th century was a mistake? In 1928, the famous Scottish doctor, Alexander Fleming, halfway through an experiment, went on vacation and he left a dirty petri dish in the lab sink. When he got back, he found that bacteria had grown all over the plate, except in the area where mold had formed. This mistake led to the development of penicillin. Penicillin has saved countless of lives, probably including someone in your own family.

Mistakes have led to the discovery of anesthesia, the microwave, x-rays, but also things like Botox and brandy. Mistakes have improved our live at every level.

In summary, my speech told you not to worry about making mistakes. Try new things and don't worry if they don't work out. The little girl I once was taught me that life is about learning and making mistakes and making progress by making mistakes, even if that means touching an electric fence.
Olse Peret of 5V has kindly written a summary for us of his experience of the THIMUN event, held in January, online.

This year, because of COVID-19, all of our MUN conferences were online. THIMUN, an international conference in which I participated last year, was also online. The conference took place over a time span of five school days, from Monday to Friday. Every day, after lunch, the conference would start.

Because it was my second THIMUN, I wanted to participate more in the making of the resolutions and the debating than I did last year. The conference being online facilitated this, as giving an online speech in front of hundreds of other participants is a lot less frightening than giving a “real” one. Because of this I gave multiple speeches on different subjects and even submitted a resolution.

The online MUN also had some clear disadvantages, the main one being that there was no social contact between the participants. Last year, our MUN group had a great time interacting with the other participants, which came from all over the world. We made many new friends and attended to the parties in the evening. This gave a more social aspect to the conference.

In conclusion, the online conference was like a two-edged sword. On the one hand, the online atmosphere allowed more people to have the courage to give speeches and participate in the debate. On the other hand, there was a lack of social interaction. Different types of people may have different opinions on which of the two types of conferences they would enjoy more. For me, the pros of online MUN did not outweigh the cons.
TTO Musical

This year’s school musical – *Into the Bookstore* – will be performed on Thursday 8 and Friday 9 July 2021. Due to the COVID-19 pandemic, the musical was sadly postponed twice. However, the students involved have always been dedicated and can’t wait to show you what they have been working on!

On Sunday 13 December 2020, we enjoyed a rehearsal day and pictures were taken of our cast members (in the Mediatheek) for promotional purposes. We can’t wait to share the results of the photoshoot and to introduce you to our many characters, brought to life by our wonderful cast.

*Into the Bookstore* is set in – you guessed it – a bookstore. Teuntje finds herself trapped in the bookstore her sister works at overnight. While she is waiting for her sister Juul to help her break free, a book opens and characters jump out…!

If you want to learn more about this year’s musical, the students who are part of the show and would like to have access to some exclusive behind the scenes footage, follow us on Instagram: @rijnlandsmusical.

We are incredibly proud of our cast and can’t wait for you to see them shine!

Best Wishes,
Mrs van Leeuwen & Miss Haasnoot