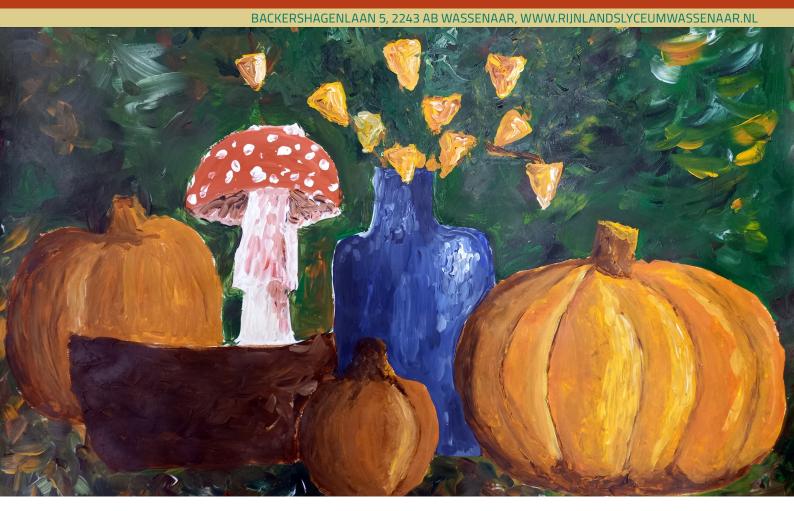


MAGAZINE OF TTO AUTUMN-WINTER EDITION 2023-2024





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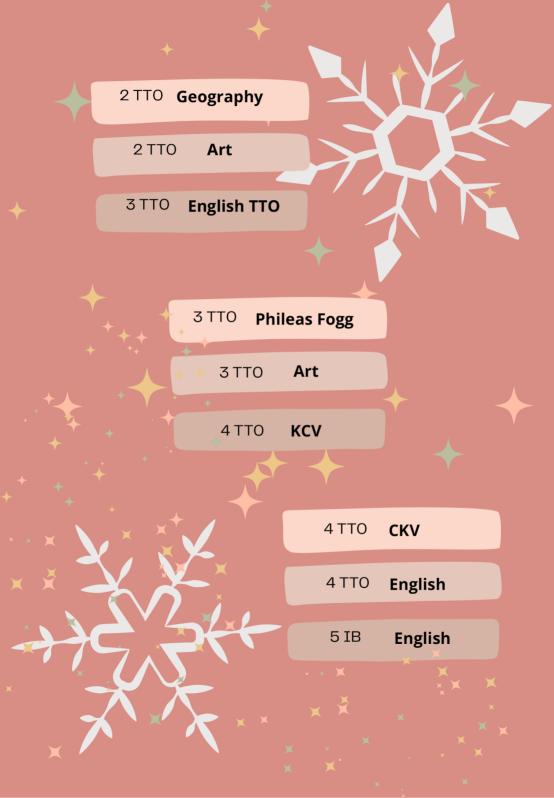
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Front cover: still-life painting by Florence van der Heijden, A3A



From the TTO Coordinator's Desk

Dear Students, Parents, Teachers and INOTTO Enthusiasts,

On the one hand, it is difficult to believe that the holiday period is already upon us. On the other hand, so much has happened in the past couple of months that logically I am aware of the fact that we can't have done this in just one month.

After a late August start, we are now in full swing at the Riplands Lyceum Wassenaar and within the TTO Department. Year 1 TTO has celebrated their Global Citizenship Theme Day with 1NYP 2 in October and has worked on many different projects to do with Roald Dahl's INatilda or Ancient Egypt. Year 2 TTO has presented to INYP 1 and 2 students and will soon be visited by Phileas Fogg for a theatre workshop on Victorian England. Year 3 TTO has completed their units on World War One, Year 4 TTO has gotten their first taste of Senior TTO with some visiting Exchange Students as the cream on top and Year 5 and 6 IB are busy preparing for their IB Exams at the end of Year 6 TTO.

All the incredible art work, the pieces of student writing and the pictures included in this edition of the INOTTO is a testament to all our students' as well as our teachers' hard work. I am incredibly proud to be able to call myself the TTO Coordinator of the Rijnlands Lyceum Wassenaar as it is truly amazing to be surrounded by such talent and passion.

With the Christmas holidays ahead of us, I also look forward to a wonderful start of 2024. The Year 2 and 3 TTO students will be working on their speeches for the Public Speaking Competition on 8 February 2024, the Year 3 TTO students will be admins at THIPMUN – the Model United Nations conference in The Hague – and Year 2 TTO will keep working on their projects on a sustainable future with different schools in India.

Finally, I would like to thank all of our students for their hard work, the teachers for their enthusiasm and -most importantly - INrs
Royle for all her hard work making sure that all our students' work is documented in this 2023 Autumn-Winter Edition of the Magazine of TTO.

Wishing you all a Merry Christmas and a Happy New Year, Marije Haasnoot

Wordt slimmer IB GRADUATION

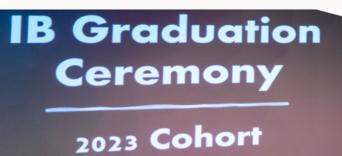
On 5 July 2023, we heard that 100% of the 2023
RLW IB cohort passed their IB English A: Language and Literature exams for the 23rd time. We are proud of them! Those very same students returned to RLW on Friday, 13 October, for a festive ceremony where they collected their Senior TTO Certificates and their IB Certificates after six years of TTO at the Rijnlands Lyceum Wassenaar.

Congratulations to the 2023 IB Cohort! We wish you well in your future endeavors!

Our upcoming news is that 50 of our current May 2024 RLW cohort is busily preparing for their Individual Oral exams in February. In May 2024, during the May Break, they will sit their Paper 1 and Paper 2 exams. We wish them well with the prep work!

-- Deb Stout, IB Coordinator, RLW





A ceremony to remember for this amazing group of IB students.





THEME DAY: BRAZIL

Brazil Day - Year 1 TTO & MYP 2

On Thursday 12 October 2023, we celebrated our Brazil Day, also known as the Global Citizenship Theme Day. All Year 1 TTO students and the MYP 2 students worked in mixed teams in lesson activities based around this year's theme country: Brazil!

From learning how to dance Brazilian style to making rainforest slime in science to discovering the beauty of the Brazilian flora and fauna in Art & Design, the students had a great time as they worked in groups, spoke English and learned more about Brazil, whilst getting to know students from the international side

of the school.









Exchange 2023-2024

On the Monday after the Fall Break, four exchange students arrived from two different schools in South Africa – Herschel's and Bishops – only to be joined by four girls from PLC Sydney from Monday 18 November onwards. The eight exchange students stay with eight Year 4 TTO students and their families for the duration of their exchange and attend classes at the Rijnlands Lyceum Wassenaar to experience what it is like to be a students at a Dutch school.

On Wednesday afternoon the students – apart from all the cultural outings that the parents take them on – taken on a cultural outing to – amongst others – the Mauritshuis, Escher at the Palace, the Rijksmuseum van Oudheden in Leiden, Voorlinden and the Anne Frank House.

It is wonderful to be able to host the exchange students again after the Covid pandemic and our own students are very much looking forward to their part of the exchange where they get to experience student life in







Lauren, Nienke, Jemima and Madison at Schiphol airport.

Luke
Davidge
and Olivier
at Schiphol
Airport.

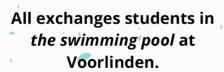




Luke Davidge, Luke Carter, Jemima and Madison at Escher at the Palace.



Luke Carter eating some herring the Dutch way!





BIOLOGY 1 TTO

Their recent assignment was as follows:

All living things display all seven life processes during their lifetime. These are moving, feeding, breathing, excreting, sensing, reproducing, and growing. In this project students compared one of the seven life processes as used by different animals or plants. In groups, they made a poster with information and pictures about their assigned organisms. To finish, each group presented their findings in class.

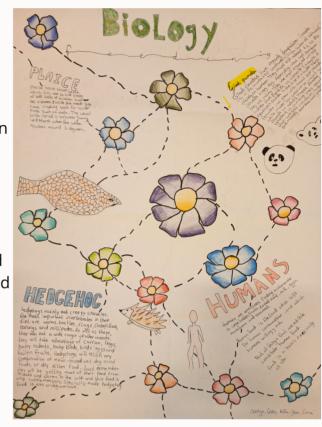
Great work 1 TTO! Here are just a few examples.

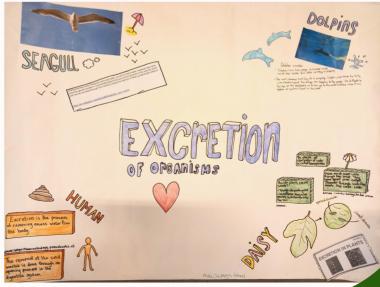
Above right: Soorya, Cato, Billie-Jean and Corné.

B1B.

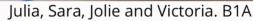
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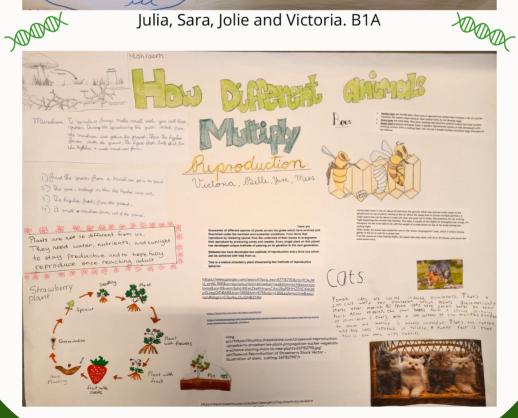
Right: Paola, Jia, Pepijn and Gabriel. B1B











Victoria, Belle, Jurre and Mees. B1B

HISTORY 1 TTO

Students embarked on an exciting two-week "Death Book" project, creating visually stunning books inspired by ancient Egypt. They selected professions like farmer, writer, or soldier, delving into the person's life and death and their journey through to in the underworld. In order to get to the afterlife, the person encounters various gods and monsters, has to confess deeds from their life and has to get their heart weighed. The book of dead functioned as a guide to the deceased on this journey.







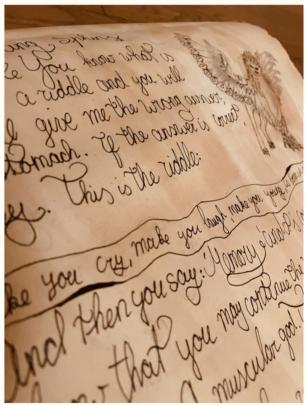


This wonderfully made piece of work is by Minh-Anh Bui, B1A



Lisa Crooijmans of B1A made an exquisite piece of work, parts of which can be seen on this and the next page.









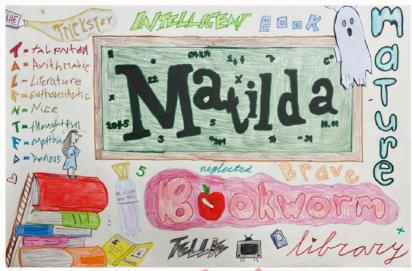
ENGLISH 1 TTO

Matilda Project

Starting in Year 1 TTO and reading a novel for English TTO when you don't necessarily understand every word in the book yet, sounds like a daunting task, but – as always – the Year 1 TTO students rose to the challenge and read Roald Dahl's Matilda in September and October. The children's novel is a classic for a reason and most of the students had a good time reading – for most of them – their first English book. As part of the Matilda unit, 1A students worked in pairs to create character posters in the form of Word Art Graffiti for several of the characters in Matilda. In addition, they also wrote a letter to the fearsome Trunchbull, two of which you get to read on the next few pages.

Following these 1A Character Posters and Letters, we can then admire 1B and 1Cs cartoons depicting a particular moment in this book.

Matilda Character Posters



Poster by Rosa Heijdra and Mila van der Wind



Poster by Leonie Kortland, Philippa Knijnenburg and Julie van Ebbenhorst Tengbergen



Poster by Aimée Winthagen and Sara Baarsma



Poster by Philippine Bouma and Victoria Nolten



Poster by Lisa Crooijmans and Jolie Linnemann

To Niss Trunchbull Crunchem Hall Chokey Street 13 Horrid Hill, D3 V12

Letter to The Trunchbull by Rosa Heijdra

Thursday, 15th of August 1988

To Miss Trunchbull,

I'd like to address the situation that occurred yesterday at recess including my son, Beltzar. He has reported to me that you tore up his stuffed bear, ripping off its head and limbs and shoved it in his mouth because he was crying.

Beltzar is only six, and his pet bunny just recently passed away, which is the reason he was crying. Not only did I hear his story but I also recall stories about his other classmates, such as the story of Amanda Tripp, a former classmate of Beltzar.

It is rumoured that you chucked her over the fence by her pigtails, only because you found them to be ugly and disgusting. That is absolutely unacceptable, and I will call the authorities on you for child abuse! It is extremely revolting to think how you even thought of that!

Just because a child is extraordinary, does not mean they should be treated in another way. As a mother, I would've thought that principals adored children, and surely didn't resent them. But you are just a crook and a filthy cheat! Not only that but you're also a twit and a menace. A truly asinine, hideous, bleak person. You will surely hear of me again and I'm far from done with you!

Yours Furiously, Ava Jones

P.s. My child will never, ever come back to your school again.

To Niss Trunchbull Crunchem Hall Chokey Street 13 Horrid Hill, D3 VIL

Letter to The Trunchbull by Robert Csontos

2-12-87 12:37 AM

Dear Miss Trunchbull,

I write this letter to you to inform you about my child that is going to join Crunchem Hall: Monty.

I have heard many amazing stories about your teachings and matureness. For example, I heard a kid wore pigtails to school... (even the thought of that completely disrupts me) ... and what you did on that day really changed me. The fact that you held the kid by her pigtails and threw her over that fence, made me feel absolutely shocked! You can throw so amazingly — the form, the throw, the finish! Oh, it brings a tear to my eyes... the thought of you back in the day throwing your hammer... I wish we could go back to the old days.

Sorry about that, I want to discuss the matter of my child. I think that your teaching could really help him. He suffers from a disorder which I like calling utter stupidity. He has failed all his tests from his old school and he suffers from severe lack of attention, ADHD and depression. I heard you can turn these rascals into obedient little slaves... sorry I meant to say you can turn them into grade A students.

Excuse my manners. I just realised that I never introduced myself. Ny name is Nonty Sr, father of Nonty Non Gregory George Bom da V (you say it like this: Bom Da the Fifth).

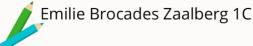
By the way, I also heard that you stick these nasty splinters of human beings into a cramped room where they think about all the mistakes they made. I assume that, if you put Nonty in there, he might straighten up and fly right. (I hope so at least.)

I hope you write back to confirm this application.

Yours Sincerely, Monty Sr The Trunchbull is a beloved character in children's literature! The scene where she forces Bruce Bogtrotter to eat an enormous chocolate cake in front of the entire school, as punishment for eating a slice of her personal cake, is particularly memorable.

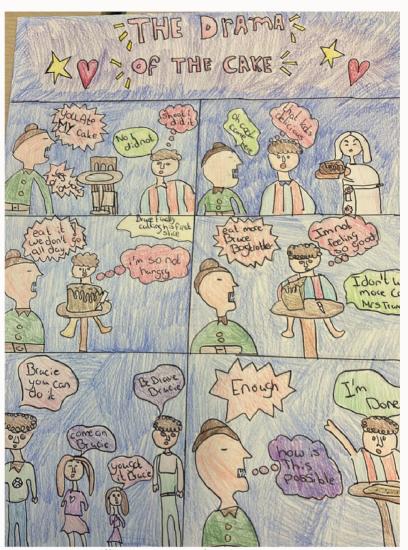
Enjoy the creative artwork and clever text from students in B1B and B1C. They showcase their talents through their unique interpretations of this iconic moment in the novel.





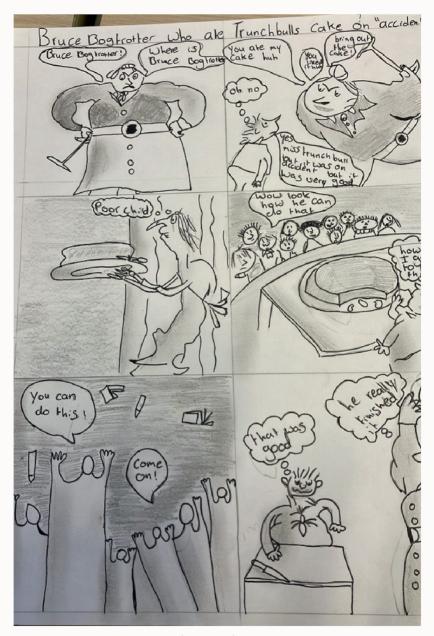


Victoria la Salvia Sanchez, 1B



Billie-Jean van der Poorten, 1B



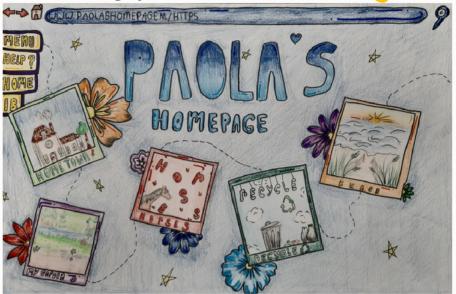


Eline Bol, 1C



ART 1 TTO

The first assignment for our new pupils is to make an illustration of what the home page of their own website might look like. They show who they are, what they like, where they are from and so on. These examples show wonderful lay-out of text and imagery.



Paola ten Cate 1B

Victoria la Salvia Sanchez 1B



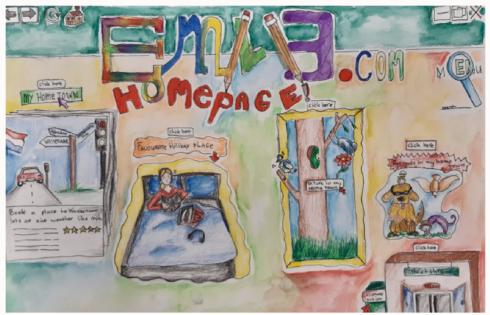


Ammar Bin Nornikman Shah 1C



Zoë Libourel 1C





Emilie Brocades Zaalberg 1C



Daisy van Veen 1A



ENGLISH 2 TTO DAY of the LANGUAGES

8

These photos give an impression of our 2TTO pupils giving their fun and informative lessons to MYP pupils. Well done 2TTO!



Some 2TTO groups also visited the local junior schools to give their lessons.
See the next page.





European Day of Languages By Sophia Boot and Lizzie Bernoski

With our group we participated in The European Day of Languages and we would like to share our experience. We prepared a mini lesson about Sweden. We had the freedom to choose our own countries, which required every group to collaborate and select a European country. Once the country was chosen, we divided the work within our group.

To create a interesting and educational lesson for MYP and Group 8. To make our lesson memorable we included music and food. We first taught a MYP class and then visited the primary school, 'Herenweg'.

It was enjoyable to educate the children, and they seemed to love it, especially the activity involving cupcakes!!

Overall, it was a fun project from which we learned a lot about group work and research.

Greetings, everyone! We are pleased to present our review of the Day of Languages (DOL) Mini Lesson, a collaborative effort by Nicholas, Jack, Wahib, and Teun.

Our focus for the Day of Languages was Italy, but we delved deeper than just the surface. We explored the complex aspects of the Italian mafia and the wonderful Italian language. Our presentation took place at the MYP school, and we also had the opportunity to present at the Bloemcampschool.

Working together on this presentation was a rewarding experience, especially when it came to teaching children around the age of 11. We found it to be an enjoyable task. Not only did we impart knowledge to the kids, but we also gained valuable insights ourselves.

This concludes our review of the DOL Mini Lesson. We appreciate your time in reading this. Thank you!

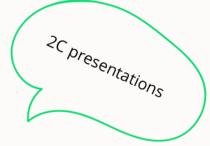
GEOGRAPHY 2 TTO

Pupils of 2 TTO can be seen here presenting posters to their classmates.

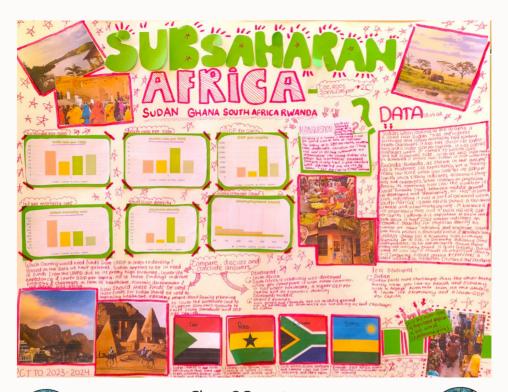
The students had to make posters about development indicators. These indicators had to be measurable in order to be able to compare countries with each other, in terms of development, like health care, education, wealth.

Great posters guys and well done for your presentation skills!





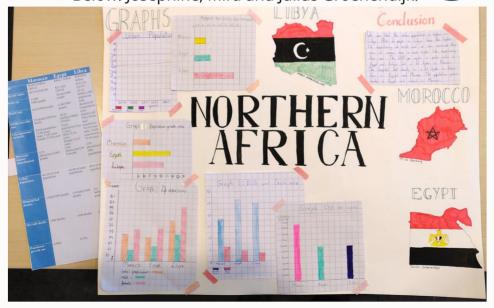




Class 2C posters.

Above: Cee, Roos, Joris and Casper.

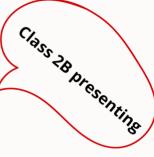
Below: Josephine, Mira and Julius Groenendijk.















ART 2 TTO

In Art pupils learned how to draw in one point perspective. The theme to show off their new skill was to imagine their own art gallery. Later this year we will be looking at some modern art styles, and so the pupils looked at some well-know examples to include on their gallery walls. Of course, some pupils put their own twist on some artworks!



Alba Kovacs 2B



Cee Reitsma 2C



Alma Vroege 2B



Noor Lucas 2B

ENGLISH 3 TTO

Year 3 TTO has been delving into the use of propaganda during World War I. As a starting point, students in class A3B read and discussed the events depicted in John Boyne's novel, "Stay Where You Are and Then Leave". This novel addresses a number of social and emotional issues that arose in the UK as a result of WW1.

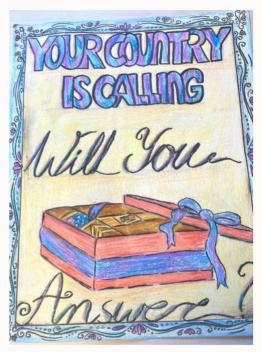
Following a comprehensive exploration of propaganda and its application during WW1, the students selected an event from the novel. This event served as a springboard for them to create a WW1 propaganda poster. Subsequently, they wrote a rationale to explain the process, support their use of image and text on the poster, and its connection to the novel.



Margot Bartelink and Famke Visser, A3A

Martina Zelissen, A3B

In John Boyne's novel, 'Stav Where You Are and Then Leave'. Alfie Summerfield's father, Georgie, volunteers for the front before conscription begins. This decision might have been influenced by Old Bill Hemperton's advice on 8: "you're better off signing up now before they call Alternatively, Georgie you". might have been swayed by a persuasive poster. But what kind of poster could have such a powerful impact?



I have created a poster aimed at men like Georgie, encouraging them to support their country. The poster features a gift box containing a khaki suit, a symbol of the uniform all men at war had to wear, as described on pages 16 and 44 of the novel. This khaki uniform symbolizes the duty to join the war. The fact that the uniform is presented in a gift box suggests that joining the war is a choice - to accept or reject this 'gift'.

The text on the poster, "Your country is calling, will you answer?", directly addresses the viewer, challenging them to respond to their country's call. Will the viewer accept the gift and answer their country's call? Would Georgie, Alfie's father, do the same? This poster seeks to explore these questions.



Roos Slats, A3B

This novel tells the story of a young boy named Alfie, whose father leaves to fight in the First World War. Life becomes challenging, and Alfie decides to help his mother by shining shoes at the train station. It is there that he discovers his father is no longer fighting, and Alfie devises a plan to bring him home.

Two events have informed and inspired my poster design. The first event was Alfie's father walking down Damley Road in his khaki-colored uniform. The second event, from pages 165 to 183, involves Alfie talking to Joe. At the end of this passage, Alfie gives Joe a white feather out of anger. The subsequent text reveals the pain associated with receiving a white feather. I have combined these two actions in my poster.

I divided my poster in half with a diagonal line through the middle. One half features a soldier in a khaki-colored uniform, inspired by the first event. The other half showcases feathers against a black background to make them stand out. For color, I primarily used dark shades like black, along with khaki and white. I chose red for the text to catch the viewer's eye.

My poster targets men, prompting them to question whether they should join the army. The text reads: "I will let you choose... Are you a man?" This provokes thought about enlisting. To enhance the impact, I used white feathers, symbolizing cowardice for not joining the army, and a man in a soldier's uniform to represent what they could become.

Renée Hoksbergen, A3B

What about the relationship between fathers and their children? When a father, like Joe Patience, is given a white feather for refusing to serve in the army, how does that affect his child's perception of him, and how might it shape their future? This question came to mind when Mr. Janacek was taken away from Kalena. Some soldiers fight for their country, but others fight for their children's wellbeing and future.

There aren't specific events that directly connect with my propaganda, as Alfie's experience of war differs from that of most children. However, I wanted to convey a strong message to fathers and children about what is truly important. The propaganda is linked to the idea of fatherhood, suggesting that fathers must be brave and proactive to secure a good life and future for their children. I was deeply moved by Kalena's reaction when her father was taken away, and I felt a strong connection every time Alfie contemplated helping his father.

For my propaganda, I used a black background to highlight the drawing of the little boy and to underscore the profound thoughts and feelings of children. The aim is to symbolize the potential for change, to inspire fathers to be great role models for the next generation, to be heroes. The English flag on the boy's button signifies that by signing up, they can improve not only their country's future but also their children's.

No but all... lowest points." (Page 246) - Georgie's primary motivation to keep going was his son, Alfie.



"...The Janáceks to be loaded in the van." - This marks the beginning of my exploration of the children's perspective.

When Alfie had to get out of bed, it drastically changed his and his mother's lifestyles.

When Joe receives his feathers and Granny Summerfield refuses to speak to him because he's a conscientious objector, it raises the question: How would a young child react if their father was treated this way? I hope my message is clear in my poster.

Where van der Graaf Aza

Rational WWL Propagenda poster

Part A

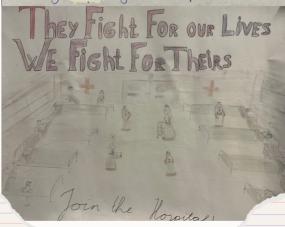
The little of our poster is "They fight for our lives, we fight for their lives". We also drew a large room in a hospital with all kinds of wounded solders and many nurses. What we are trying to make clear is that the soldiers who go to the front are fighting for our lives and freedom, and that women must also fight for their lives by working in a hospital. Women must strand by for these soldiers and fight for their lives, to survive. In the book it tells you how Alfie's father went to the front to fight and how strong Alfie's mother westy taking care of Alfie and at the same time also working as nuts at a hospital, so this is the connection between the book and our poster. During www many men went to the front to fight, causing a shortage of people in haspitals. As a result, women had to take over the work that men were doing. Also in hospitals, Hospitals were overcrowded with wounded soldiers, so the more nuces the better!

PartB

I have created a lot of respect for nuces during that time after reading the lock. Not all women were helping during the war as much as other women, so in our poster is clearly made that women must also give something back to their brave men and that we need our women to help working in the haspital. So, the target audience for our poster are the women who weren't working at all We've made this clear by our fitte. And also by showing the hard working women in the hospital.

PartC

By using warm, old-style colors, we tried to make it feel like livel. We've also drawn red doctor crosses to make clear that it takes place in a hospital. To make this even clearer, we have also drawn antique hospital beds, clothes and othe equipments. Our language supported our power by using powerful language for excumple adding an exclamation mark ofter liver to encourage women to join the hospital!



Valerie van der Graaf and Rosalie Bouma. A3A

This poem in the form of a letter - letter in the form of a poem - is written by Shai Geva of A3A.

Dear Love,

I miss you

When you aren't here, the skies aren't blue

I hope you're coming back soon

Just like old times, sitting together, looking at the moon

Oh Lord, why did you sign up and go?

Everypody is worried, and the energy is really low

Please come home

Because I don't like being alone

We'll forgive you for all of your sins

And because you do it for us, it'll be gone with just a quick rinse

You're so brave

Living all by yourself, in those things that look like caves

Come home to me

And our family

We miss you like hell

And we're hoping you're doing well

But you haven't written back in a while

And I'm starting to get worried

You told me to send you away with a smile

But I can't help but feel more and more guilty, the more I read

This war takes way too long

And everything I do, just feels wrong

I'm not happy without you, but you might

But please don't leave me, you're my light

We've been saying our prayers

And have been baking cakes with layers

Every week one

Always saving you some

Just in case you're coming home

Because I don't want to raise our kids alone

Please my love, don't give up

The chain I gave you will bring you luck

We love you, don't you ever forget

Don't give up love, you'll regret

Just in case I'll say goodbye

Just in case I only get to see you on the other side

Love your wife and your kids

PHILEAS FOGG THEATRE COMPANY: WW1 WORKSHOP 3 TTO

The pupils of 3 TTO participated in an amazing and moving theatre workshop on the theme of life in the trenches for the ordinary soldier.

Pupils also wrote a reflection on what they had experienced in

the workshop.







At the NWI working, we acted out scenes based on WWI. First, we were divided into two groups, each led by one employee from Phileas fogg. Both groups learned, rehearses, and eventually acted out their parts with the other group. I had a role as someone in the trenching party, which is responsible for digging out new brenches. I also had another role as a obtier who had no go over the top, and get shot in the head. Important part of the final play was when, at the ead of the play, we acted out a memorial around the statue of an unknown soldier, which represents all the victims of the Great War who were forgotten.

Klas: +5/1

Something I learned from the experience was that many soldiers at the trenches had superspittons, the third light, for instance. Soldiers believed that the third city to be, lift from a single fire from a lighter would get bad luck, so they lift a new fire everytime the third city et came up. Apparently this supersolving became a whole new tradition in England, which is very interesting. The experience didn't really make me emphathise more with the victims of WWY, though, as firstly, the scenes acted had guite a light fone with the people dying. So silly, Maybo it was not means to have south a light tone, but to certainly came over like that. Secondly, I already knew a lot about WWI as we learned in history; about that subject, and I already knew about the harrors.

Sense that I had fun, not enat I learned much from

Now that I've "experienced" WWI for myself, I could write more possionately about what WWI feels like for the solders in future assignments. I could use better words for description. I also have a little more knowledge I could use in future WWI assignments Such as Superstition, etc.

Reflection written by Azib Bin Nornikman Shah. A3A

ART 3 TTO

Two point perspective drawing is all about giving the illusion of three dimensionality on a two dimensional surface. The theme for the assignment was 'Green my City'. As well as learning how to draw buildings in two-point perspective pupils also needed to have a vision for what their city should look like from an environmentally healthy point of view. All pupils showed that they indeed had big ideas for greener cities. Well done for all the texts handed-in. Two examples picked out from the many excellent texts to be seen further below are by Darya, Renée and Elsa, all of A3B.



Elsa Luijer A3B



Annabelle Brocades Zaalberg A3B



Jia Minnaar A3B



Renée Hoksbergen A3B

Relax- and work spaces

n the centre of the city you'll find the work spaces of the city, you will also find all transport here and where vehicles can be charged. Relaxing spaces are combined with the work spaces to comfort employees after a long day of work. You'll find our allvegan restaurants and our wellness spa's to take an ultimate rest and enjoy the good things. Not only is wellness a thing in Rhinestone, but music is seen as a passion too. rhinestone contains one large arena where all sorts of concerts and important gleans take place. This building is noticeable by the round shape and green roof. The arena is placed in the more convivial place of the city so that citizens do not interfrere too much with the tunes.

Sustainability

Rhinestone's buildings do not just have normal walls, they're made of sustainable materials that are safe for greenery and recycle waste. Those walls also have little coves, causing greenery to grow quicker and catches water and moisture for the plants. The buildings have neutral colours and some buildings that have a certain shape that cover the sun tend to be darker, for the mosses and other species that have their own spot to grow and safe for insects to reproduce and live.



user-friendly

Rhinestone city makes citizens feel comfortable and free in their beloved city. Elderly people carry our city to pass on the importance of nature and health, we respect our elders and make Rhinestone a better place together. Rhinestone is designed to be disable-friendly with adjustments for disabled citizens, making our city safe and untroubled for each and other.

Transport of the city

Inhabitants turn to live in a calm and cosy city, due to the number of cars. Not many people use them even though they're electric, this is because inhabitants rather use bikes, public transport, in the underground and more (skateboards and skates are in with the teenagers). Some vehicles are powered by electricity while others drive on hydrogen, these can be charged in specific power stations in the centre of the city (see picture reference 1). These are run by solar panels and caught water. Busses drive on hydrogen and are noticeable by their remarkable colour combination, red and mint. Trams drive around at the labour side of the city, due to the safety of the citizens and the accuracy of the transferring of employees.



Greenville by Elsa Luijer from A3B

THE city of our dreams: Greenville! Everyone has to have the possibility to live as green as possible, figuratively and literally! This is the place to be! It is the city for everyone: children, elderly, disabled and of course wildlife. It is not only aesthetically pleasing, it is pleasing for the soul. Greenville is not just a city, it's a *lifestyle*. So let's jump into the city of the future, follow me!

Is it userfriendly?

Yes of course it is! Greenville is designed for everyone. Not only because everyone has to be included, but also the fact that the people have to learn about this topic. If the city is available for everyone, more people will come and spread the word about saving the world with these kinds of cities. But let's go back to the question! Greenville has a lot of elements that make this wonderful city user friendly. Greenville is very flat. The roads and pavements are perfectly straight with no bumps. This is really necessary, because if they would be bumpy it would be very hard for elderly people to walk and for people with a wheelchair or kids in a buggy it would be even harder to move from one place to another.

There is also a public garden with benches to rest on and gardening classes. This way elderly are included by younger people of the city and they can socialise and help each other. For the kids there are also an educational playgrounds which are accessible for everyone, disabled or not! This way, the children can learn about this stylish way of living and have fun! People who are blind can't be forgotten. The stoplights make specific sounds for when you can walk and when you have to wait. And when there are signs, they are also in braille. There are also many cafès that are served by people with a mental disability so that that spectrum of the population is also included. And you can't forget the wildlife! Wildlife has a lot of freedom in Greenville. They roam around freely and the inhabitants don't bother them. The live as one! The animals can also cross over streets via a bridge specially for the animals so they don't get hurt.

How is it a green city?

A green city does not just mean that the city is the colour green. No, it also means that it is environmentally-friendly. This is done in several ways. The people here live much greener than in other cities. They use cars powered by water instead of petrol. And the energy is all natural. You can either choose for solar panels, or electricity that is powered by water. There are huge fountains that are filled with water that moves constantly, which creates electricity for the whole city.









When the old city was taken down to make this wonderful city, nothing went to waste. All the bricks are made from the old bricks AND it includes plastic from the sea that is found in the water of the nearby beach. This way, nothing goes to waste and the sea is saved by it as well! Food is also a way the inhabitants of Greenville keep the city sustainable. In the gardening classes, you grow your own fruits and vegetables. And the other foods such as wheat and meat (from animals that lived a good life) come from villages that are within a 10 kilometer radius of the city, which means less transport;).



Everywhere! The whole city of

Greenville blends with the working space of the city.
Maybe it sounds a bit weird, but this is very good for everyone! Greenville is so calm and soothing and this is done to calm down the hard working people. When you are calm, you can concentrate better and you are happier throughout the day.



And because there is no chaos in the working environment, the non-working people are also calm. All with all, everyone in the whole city is united because there is no chaos.

What about the transportation?

There are different types of transportation in this city. It is forbidden to use utilities that are bad for the environment. There are a lot of bikers, and walking is also made possible for everyone! The modern transportation like cars have been designed to fit the lifestyle of this city. Cars are powered by







Greenville is so pleasing to the soul, because it is visually pleasing. The city is very cozy and green, it feels almost like a village. As I said, the buildings are mostly made out of bricks which gives it a cozy feeling. There is a lot of colour incorporated by the many plants and flowers in the cities. This gives it that wilderness feel, but that you are still in a city or village.









Because of the plants, the there is a different texture in every corner you look at. But the city is divided into a few different textures: fluffy is the area where there are a lot of children's activities, crunchy is the area where there are many offices, squishy is the area where there are many activities for the whole family and last but not least there is grainy where there are many activities for elderly. There are also many different shapes in the whole city to represent the diversity in the world and nature.

Green your city assingment By: Danya

User friendly

t this point in the future, all or at east most machines have been made ser friendly, for example, everywhere inside the buildings there are lifts and billboards that can navigate through the building and can adjust the font and language, also the roads remain clean because there are trash cans everywhere, and the road is made of a material that does not break your phone when you drop it or anything in that sence, another benefit of these roads is that they remain clean and do not take in any germs or dirt.





Environmentall friendly

You can notice that many buildings have plant life on them; it has been proved that gazing at plants or nature in general relaxes the mind and relieves stress more than staring at grey

blocks. There is a gym in the back where equipment generates energy when someone uses them. For example, if someone uses a treadmil, the energy generated by that treadmil is utilized to power residences and other facilities.

Working and relaxing spaces

- Working spaces should be partially relaxable because if they are not, it may put a person under a lot of
 stress, which will result in a poor job being done. On the other hand, if the spaces are too relaxing, it may be
 difficult to concentrate, which will also result in a poor job being done, so I tried to keep it in balance, so a
 person is not stressed but also concentrating.
- The relaxing places are relaxing since that is why they are named that; there is a lot of greenery inside and complimentary coffee and tea are served.

transportation

Transportation is good because cars and other types of private transport are built with sensors that detect where children or other people are, trains and busses have become safer and larger so that everyone has a place to sit, and they have a faster speed but are still safer tran the ones we have now because the rails have now been built up in the sky, and it moves on transparent rails which doesn't ruin the view.



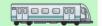
Visualimpact

- · Texture: smooth, shing, wooden.
- Colour: grey, different shades of green, different shades of pink brown.
- Shapes: rectangle, square, triangle, m shape.





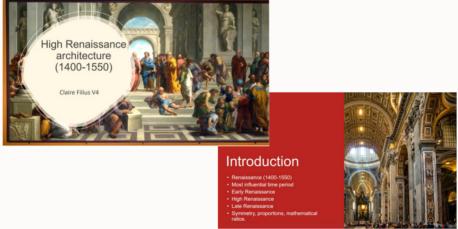




KCV 4 TTO

KCV - Classical Cultural History. During the first period of this school year, the KCV students worked on a presentation about a style of art that was used in Antiquity, or is based on classical art. Their subject could be about vase painting, sculpture or architecture. All students presented their chosen art style to their classmates, and the rest of the class helped grade the presentation using rubrics. After every presentation two students were appointed to ask a question. Even though difficult, they did a terrific job!

Below, screenshots of parts of some of the presentations.











Geometric

- End of Greek Dark ages --> 900 - 700 BC
- Athens
- Swastika
 Meander
- Horror vacui
- Spirals
- Geometrized parts (humans and animals)



Geometric, red and black figure pottery

Black-figure

- 700 530 BC, Corinth
- Glossy black pigment
- Details
- · Human and animal sihouette
- · Floral decoration





Red-figure

- 530 480 BC
- 480 323 BC
- figural depictions in red color on a black background
- Mythological scene
- Important areas of production
 Attica and Southern Italy









CKV 4 TTO

The first assignment for the pupils of Art & Cultural History was to make a cultural self-portrait. This was done in the form of a collage with text about their cultural likes and experiences added to it.



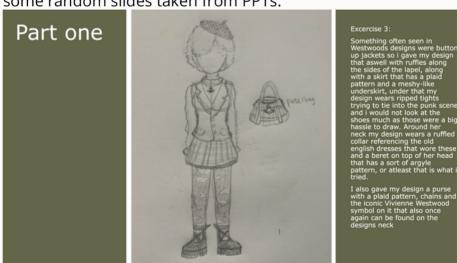
CKV CULTURAL ACTIVITY

On Thursday 12th of October, 4V TTO CKV pupils, along with the rest of year 4 VWO visited the Kunstmuseum in The Hague.

In groups they visited three exhibitions; the fashion exhibition called *Royals & Rebels*, the main collection of modern art and the Mondriaan collection together with examples of De Stijl including maquettes.

In the next edition of the MOTTO you will see examples of maquettes the pupils are currently designing.

The pupils had to write a cultural report. They all made great PowerPoints illustrating what they saw, their sketches made on location and answers to the questions related to each of the three exhibitions. It was hard to pick out one example; they were very good; some excellent. Therefore here are some random slides taken from PPTs.



Exercise 3 was to design a fashion piece inspired by the iconic British fashion designer Vivienne Westwood.

Above: Louise Hoekstra's Westwood-inspired outfit with explanation.

Exercise 11

This painting has a lot of layers. You can see certain forms and colours overlap. Because of this there are a lot of different colours and shapes to look at. The pitch black circle in the middle is pushed to the foreground, yet when I first looked at this painting my attention was not brought to it. My attention was brought to all the different lines and shapes. How a shape is bright at one part of it, but when it overlaps another shape, the colour changes. The longer I looked at this painting the more I noticed. At first I did not notice that the black dot has a tail, or the different shading the artist used. This is a very interesting painting. The longer you look, the more you notice. I really liked this nainting

Three slides taken from Annaïs van Veen's presentation.



Exercise 9

I took multiple photos at the photo spot, but this one is by far my favourite. We got together with the whole group and took this picture.







Royals and Rebels

British fashion



Above: Vérène van der Putten's Westwood-inspired outfit.



Exercise 9

The Mondriaan and de Stijl pose taken from Babette Hulsman's (above) and Emilie Steenbakker's (below) PPTs.

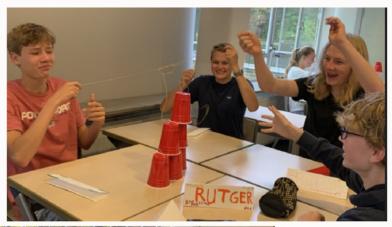
PART 2: MONDRIAAN EN DE STIJL QUESTION 9





ENGLISH 4 TTO

The 4vwo-Senior TTO Students combining English and fun: try using just string to stack red party cups!
Just as in the lower-school TTO department, senior school TTO also involves team-work!



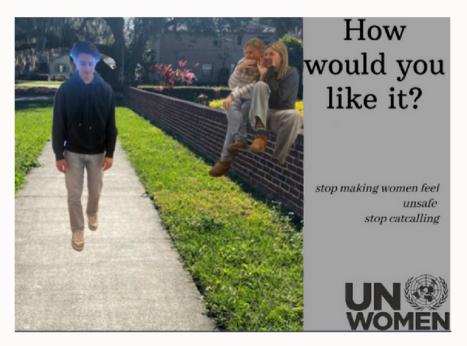






ENGLISH 5 IB

The 5 IB students studied an ad campaign by Dove Men+Care in which the brand celebrates active fatherhood, embraces positive masculinity and promotes self-care for men as a daily practice. As part of the unit, the students were asked to create an advertisement that – like the Dove Men+Care campaign – combats the gender stereotypes present in society. Possible topics for the students included toxic masculinity, fatherhood and caregiving, the gender pay gap, gender divisions in education, the household or the workplace.



Valentine van Hoepen 5 IB

WE WORK THE SAME HOURS EVERY DAY



BUT WE DO NOT GET EQUAL PAY

HTTPS://WWW.WOMENINC.NL/

WOMEN INC

Rationale

The ad for L'Oréal Paris connects to the theme fatherhood and caregiving. The ad promotes fatherhood, in this ad specifically fatherhood to daughters. The man is wearing a blue shirt and is looking to buy a pink product for a female, his daughter. This juxtaposition of colour shows the societal bridge between the two genders. The man's gaze is a vector leading to the bottle, creating salience and drawing more attention to the pink bottle. The headline suggests that not only the mother can buy cosmetic products for her daughter but that fathers are also capable of doing this. The use of repetition of the bottles emphasizes the pink colour and the female products. The copy in pink complements the bottles. The colour blue, furthermore, is seen through the shirt the man wears and in the word 'one', to show that not only one - the mother - can be the person to take care of the kids but that the father can also contribute and help. 'Because you're worth it' is the famous slogan for L'Oréal Paris and this is incorporated to demonstrate the brand and to tell the father that he can take care of the children, because he is capable and worthy. In the background there are yellow bottles, yellow signifies optimism, imagination and hope. There is hope and optimism that the standards of gender inequality will be dispirited in society. This ad relates to the Dove Men+Care campaign as it focuses on fatherhood and caregiving. This is one of the main themes and focus points in the Dove Men+Care campaign. Dove's mission is to help all men and dads care for themselves and the people they love, this is difficult because of the societal pressures and restrictive stereotypes, these pressures prevent them from experiencing the true power of self-care.

- Daniella Krabben



WOMEN CAN BE IN CHARGE TOO





Rationale

The author of the advertisement for the United Nations used color, setting and copy to make the advertisement easy to understand and memorable for the audience.

In the ad, the color pink is visible in both the text and the sweater of the woman standing in the middle. The color pink is symbolic for feminism and the stereotypical color for females, which illustrates how the ad is about women accepting a stereotype but changing its meaning, which leads to female empowerment and thus strengthens the ad. The color also represents harmony and compassion which makes the ad softer and less confrontational.

The setting – an office – is seen in the background of the visual. This makes the viewer associate the ad with a professional environment and clarifies the intention of the ad, making it possible for the viewer to recognize what the ad is about with one look.

Lastly, copy is seen in the headline and signature. The headline "Women can be in charge too" is used to bring power to the ad, explaining the purpose and having something memorable for the audience. A headline or slogan is the one thing most people remember the ad for and is, therefore, needed in an effective ad. "Woman can be in charge too" immediately shows what the purpose is and it is strong albeit short. Copy is also seen in the signature at the bottom of the visual. There is a link to the website, which is important because it provides the audience with a source for more information, creating engagement with the ad as the audience needs to put little effort in finding the information.

Due to the color, setting and copy used in the advertisement, the author has created a clear and catchy ad on the topic of women in leadership positions.

-Véronique Verweij