

MOTTO

MAGAZINE OF TTO
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RIJNLANDS LYCEUM WASSENAAR
VRIJ, NIET STUURLOOS

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NEWS FROM THE TTO COORDINATOR'S DESK



Dear TTO Students and Parents,

It is difficult to believe that it's already the end of May, meaning that we are well into the third and final term of the school year. There's eight more weeks to go before your well-deserved summer holiday starts.

The past term has been a busy one for all TTO classes: Year 1 has been busy earning House Points for the Hogwarts House Competition, Year 2 went on their much anticipated trip to Oxford, Year 2 as well as Year 3 students wrote speeches and several students competed in the Public Speaking Contest, two of our students advancing to the national finals. Some Year 4 students went on exchange to South Africa or Australia and all Year 4 students went on a trip to either Germany, France or Rome. Then there was a trip to China for the Year 4 and 5 students taking Chinese and the Year 6 IB students sat their Paper 1 and Paper 2 exams in the middle of their May holiday. It can thus be said with certainty that the past term has had an international focus, helping our students develop into global citizens.

These final weeks, there is still more to come for the TTO students: Year 3 TTO, for example, will sit their Junior TTO Exams on Tuesday the 11th of June and Year 4 and 5 students will sit a Mock Individual Oral to prepare them for the final IB Assessment in Year 6.

This MOTTO is a testament of all the hard work our students have completed over the past few months. It never ceases to amaze me how clever and creative our students are. The Oxford Reports, for example, showcase this beautifully. Not to mention, that we also have some very fun and creative teachers who work very hard to make the lessons for our students as enjoyable as possible.

Another thing of note: our RLW / ISW musical students will perform the annual school musical on Wednesday 5, Thursday 6 and Friday 7 June. Please come and see them shine, because they have been working very hard!

I hope that this final term will continue to see our students exceed our expectations on every level and that it will be a school year to remember for every single one of them.

Only a couple more weeks to go! Let's enjoy them to the fullest! 😊

Best Wishes,
Miss Haasnoot

PUBLIC SPEAKING COMPETITION

On the 29th of February, 11 students came together for the public speaking competition at school. The standard of content and presentational skills was very high.

Hannah Meijerink – *Social Media, the Drug You Can't Turn Off*. Nikki de Jong – *Artificial Intelligence: The Future is Smarter*. Martina Zelissen – *Finding Your Fire*. Alba Kovacs – *Artificial Intelligence: The Importance of Trust*. Mijke Ninaber – *Social Media: The Good and the Bad*. Marina Tsaalbi – *Wealth Inequality and Poverty*. Felix Rademaker – *Before It's Too Late*. Fiene Hendriks – *Artificial Intelligence: Embrace or Banish?* Cato Hoff – *The Rise of Artificial Intelligence: Opportunities and Challenges*. Dinand Monnik – *Artificial Intelligence Takes Over The World*. Frederieke Etema – *Fashion that is Good for People and Planet*.

The winners on the evening were Marina Tsaalbi (Year 3 TTO)
and Frederieke Etema (Year 2 TTO).

After winning the school round for the Junior Public Speaking Contest, both winners – Frederieke Etema (2A) and Marina Tsaalbi (A3A) – went on to compete in the regional round, advancing to the finals after impressing the judges with their wonderful speeches. For the finals, both girls had to write a new speech within a week, a real challenge and a true achievement on their part. We are very proud of both Frederieke and Marina for using their voices!

HUGE CONGRATULATIONS

“I participated in the school Speaking Competition because I wanted to experience something new and I had nothing to lose. I didn't expect to win and go to the regionals in Utrecht! It was a super exciting and busy day because people from all over the Netherlands



were there. When I gave my speech I really enjoyed it! To my surprise I won again and went to the finals a week later! And had to write a whole new speech in less than a week.

On the 19th April were the finals. Before the competition began we had a workshop organised by National Geographic Learning. I got to know the other participants and we learned how to calm your nerves before giving a speech. I was the first to kick off, so it was a bit nerve wrecking. But my speech went well and I was pleased with my presentation. I am really grateful for this amazing experience that I will never forget!”

- Frederieke Etema 2A

Frederieke's first speech:

Fashion that is good for people and our planet

As the famous British artist Francis Bacon once said: "Fashion is only the attempt to realize art in living forms and social intercourse." My name is Frederieke Ettema and my speech is about sustainability in fashion. First of all, I am passionate about fashion. It makes me very happy! *And that is why I quoted Francis Bacon because I feel that fashion is art and I want to make art alive by wearing it. At the same time, I am passionate about sustainability in fashion.* And I want to create awareness so that you can help me on my mission to improve the sustainability in fashion. In spite of loads of great initiatives, we have a long way to go. Will you help me spread the message?

Large fast fashion brands such as H&M and Primark overproduce in the amount of clothes. The process of making clothes has a huge effect on the planet because of the production of CO₂. And because too many clothes are produced, it becomes a waste product and ends up in the environment. That is why it is so important to stop manufacturing fashion the way we do now, to stop wasting fashion and to find ways to give clothes a second life.

Have you ever been in a situation where you had nothing to wear for a party, so you went to H&M and bought a sparkly dress or nice shirt for only 20,00 euros? The dress or shirt was fine for 1 night but it ended up in the back of your closet and eventually you threw it away. Did you know per year around 235 million kilograms of clothing are thrown away in the Netherlands! That is a lot! Fact is: breaking down the clothes can take about 40 years!

Another aspect is when washing clothes, paint and microplastics come off. Every time thousands of microplastics end up in the sewage system. It sounds crazy but even when you walk outside and wear synthetic clothes micro plastics blow off. This is cycle has to be broken because it has a big impact on the planet and our health.

Fortunately, there is good news too. Amazing people are finding solutions on how to make the fashion industry more sustainable. Big brands as Adidas created shoes that are made of plastic. Even better, Komrads make shoes out of apple skins! Production is done with less water, the shoes are affordable and fashionable.

There are ways to make sustainable choices yourself. By renting clothes for example or buying fashion from sustainable brands. These clothes have a higher quality, will last longer and are a good investment too. A fun and great way to help the planet is to buy second hand clothes. I sometimes go thrift shopping with friends. I love helping the planet in this way.

My goal is to inform you about the shocking side of the fashion industry, because I want to ask you to help me create awareness. The next step is to make a difference by buying clothes that have less impact on the planet. We can work together to help the planet recover: "Small steps make a bigger difference than none. "

And the speech that Frederieke wrote for the finals. The message is clear and powerful.

The power of women to change the world

Have you ever wondered why there has never been a female prime minister in the Netherlands? Why you usually see old men in suits?

My name is Frederieke Ettema and my speech is about how we can use our voices as women to make a change. We live in a country where there is freedom of speech. I am so grateful that I'm allowed to use my voice. I can "be the change!" Thanks to all the women who fought for women rights in the past, I can stand here now.

Think about it: what do you find important or what do you believe in? If we want to make a difference, we can use our voices! Don't be afraid to tell the world what you believe in. You can make your dreams come true by believing in them, but especially if you do something about it.

I want to ask you to use your voices in a positive way, not a negative way. And I especially like to encourage women, because I feel that sometimes, we might be scared of how people are going to react.

The Taliban got the power in Afghanistan in August 2021. The strictly religious terror group took away all the rights of women. This makes me so sad especially because we live in 2024 and you would assume it doesn't happen anymore, but it does! In countries where there is freedom of speech a whole generation can make a change; they can be the change! If we all speak up and face those problems, we can make the world a better place. And don't think only men can make a change because all of the 4 winners in my category are women.

By becoming politically active, women can speak up and make a contribution. I admire female politicians. If you look at the numbers, we need to do better. For example, in the United States women make up only 26.5 per cent of Members of Congress. In The Netherlands we do better with nearly 40%.

How come there are more men than women in politics? The 2 major reasons are: Women have to do more than men to prove themselves and women in politics face gender discrimination. That is why you see a lot of old grey men in suits. I want to change that. Women are not inferior to men.

Who will stand up with me to make the change? Who will join me in making my dream come true? Stand up if you believe that women have the power to make a change.

As Michelle Obama once said: "You may not always have a comfortable life and you will not always be able to solve all of the world's problems at once. But don't underestimate the importance you can have. Because history has shown us that courage can be contagious, and hope can take on a life of its own."

Join me in my dream to make the change as a whole generation. We can be the change!
Come on, let's go and start out on our path of hope and show the world that women have
the power to make the change. We will raise our voices and speak up, because we need to
and we can!



IB News

48 senior RLW IB students in 6IB completed their Individual Orals (the “IO”) in the weeks before the Crocus Vacation and, on 9 and 10 May, during the May Break, they sat their final two RLW IB external assessments.

The IO is an internal assessment which requires senior TTO RLW students to engage in a 15-minute, orally-delivered, critical examination of two different works plus extracts connected by a Global Issue. One work must be a literary texts (for example, selected poetry by award-winning British poet Carol Ann Duffy; the Norwegian play *A Doll’s House* by Henrik Ibsen; or *To Live*, a Chinese work in translation by Yu Hua) and the other a non-literary text (such as the film *The Hate U Give*; a bundle of political cartoons by Liza Donnelly; or a series of speeches delivered by Michelle Obama).

During the May Break, the same students took the IB Papers 1 and 2. The Paper 1 requires them to write a guided textual analysis on either one (SL) or two (HL) texts they had never seen before. The Paper 2 is a comparative commentary asking them to answer one of four prompts about literary works they have studied at RLW during IB (for example, the dystopian novel *The Handmaid’s Tale* by Canadian Margaret Atwood; *The Crucible* by Arthur Miller; or the Pulitzer-prize winning post-apocalyptic novel *The Road* by Cormac McCarthy)

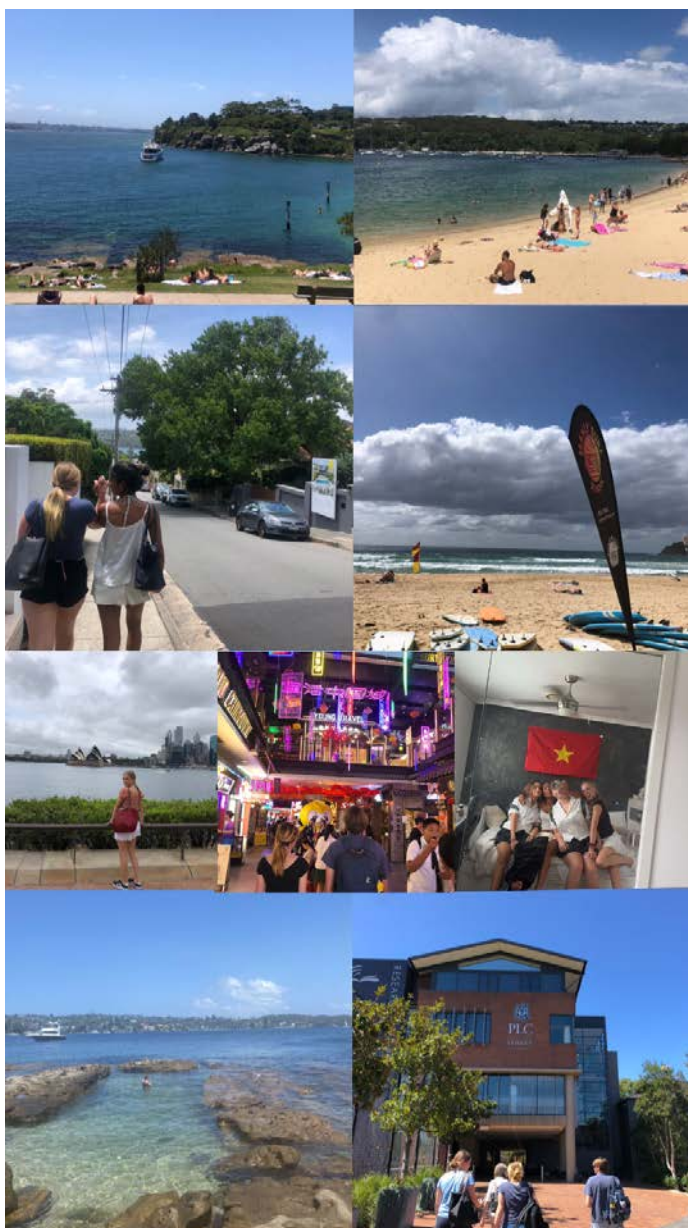
We will hear the results on 5 July and we look forward to hearing good news.

Deb Stout, RLW IB Coordinator, and Marije Haasnoot, RLW TTO Coordinator



EXCHANGE – 4TTO

In mid-January, Coen Moorrees, Olivier Sanders, Lauren Erckens and Nienke Slee left for South Africa, whilst Lizzy de Klein, Roosmarijn Gelderblom, Julia Zweistra and Isabelle Hemmes flew to Australia. They joined up with their exchange sister or brother and experienced school life at Herschel's and Bishops in Cape Town and PLC Sydney.



Hello! I'm Roosmarijn and I went on exchange to Australia. This was such an amazing experience. First of all, the Australian and South African exchanges came here to the Netherlands. My exchange sister and I got along very well, and we became really close friends for life.

It was so nice to show her all the cool and exciting things about our country. She tried so much Dutch food and she also made so many new friends here. She and my family also became really close, like she was also a part of my own family. Of course, it was really sad when she had to go back to Australia, but only a bit more than a month later, I went to Australia, and I got to spend four weeks with her and her family.

Firstly, I was a bit nervous because I was on the other side of the world, but luckily three other girls from the Rijnlands also came with me on this exchange. It was really nice to be able to talk to them in Dutch sometimes and we could share our experiences.

My exchange sister's family was very welcoming, and they treated me like their own daughter. They showed me so many cool things in Sydney and I had the best time of my life. I made many new friends and going to school there was really impressive. It was so interesting to be at a school with only girls who are all wearing the same uniform. The classes were also really different, like the subjects and the way of teaching.

I've learned so much from this experience and I can highly recommend it, because you become friends with your exchange for life and you'll have the best time ever!

- Roosmarijn Gelderblom 4V

At the beginning of this year, I spent 6 weeks in Cape Town, South Africa. My exchange has been an amazing experience where I learned about new cultures, saw beautiful places, and met so many amazing people. My host family has become a second family to me and made my experience abroad even better than I could ever have imagined. I saw the most beautiful places, even when I would have never expected it. One time I went on a hike with the boys school, Bishops, when we stopped at our destination, which was next to the highway in the middle of nowhere. We were all surprised when we ended up having the most amazing hike along a beautiful river, saw super high waterfalls and jumped of many rocks into the river. I have a lot of unforgettable experiences like this one and I hope that in the next years, other people can have the same amazing experience as me.

- Lauren Erckens

Nienke Slee:

I went on exchange to Cape Town, South Africa. After meeting with my exchangee in the Netherlands and her staying with me for 7 weeks I was very excited. Cape Town is one of the prettiest and liveliest places I've visited. My exchange family hosted lots of nice things such a as safaris, trips to the beach, Table Mountain and even a concert. The school system is very different, and I attended an all-girls school called Herschel. We had to wear uniforms and school started early. I met lots of new people and learned about this totally different culture. All in all, I miss exchange a lot and absolutely recommend it.

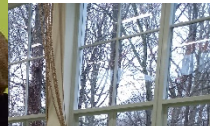


Here is an amazing photo of Nienke, Lauren, Olivier and Coen on Table Mountain

PHILEAS FOGG THEATRE COMPANY – 2TTO & 4TTO

Phileas Fogg have visited us over the last few months; with year 2 getting the theme of Little Victorians, and 4V Romeo and Juliet (next page).

Here are some photos capturing the **superb** acting skills of our students.





THE LATEST STANDING FOR 1TTO HOUSE POINTS ...



ART – 1TTO

Before the Spring holiday all the Brugklas pupils together with MYP2 participated in a week of activities in Wassenaar, Amsterdam and Leiden all with the theme of Respect.

In Leiden, they visited the Lakenhal Museum and took notes on an artwork that they found interesting.

Back at school after the holiday, they wrote up their notes into an art analysis.

Here are a few examples of good observational skills which are nicely written.

The first is by Daisy van Veen, 1B.



Here you see the beautiful painting from Floris Verster it's named: *Flowers and Leaves*.

It was made in 1888.

It's a pretty big painting and on the little board next to it, it says it had been made with oil paint, you could also see it on the painting itself that it was indeed made with oil paint.

As you can see it has warm and cold colours at the same time since it has yellow and orange for the warm feeling and the green gives a bit of character since it's a cold colour and the combination of those two is a perfect match.

You can also see the visual aspects, on the left a few leaves are a bit cut off, the leaves overlap with the vase and you can see the flowers very clear so that means that the flowers that you can see are overlapping the leaves, the perspective is very nice too, you can see that some leaves are more on the foreground and some on the background, you can see that the vase is a bit to the background and even seeing some leaves even more in the background than the others.

I really like this painting because of the shape of the leaves and just the form of it, I'm not sure about what it's trying to say cause some paintings don't really have a story that we know about, but with this painting I think it's trying to tell that beautiful and fun things or people won't always be there, so you got to love and admire the beautiful person/item while it's still there, just like with flowers because eventually flowers will die to and you have to, well, throw them away, I always feel sad when I have to throw flowers away because I didn't maybe appreciate the flowers enough. I do think that the flowers could have been a bit more, well, flowery, because I first didn't see very clear where the flowers were, and maybe give the flowers a bit more a flower colour, the warm colours do really give it character which I really like, it also isn't the most active painting, if you know what I mean, it's really calming and I just really like nature paintings with green colours.

Art analysis, made by Josephine van der Lubbe, 1C

Name of the artwork: *Bloemstilleven*

Artist: Jan Mortel

Year: 1688



The bloemstilleven is a portrait you can see that because it stands upright and don't lay down like a landscape. The bloemstilleven is medium sized.

Jan Mortel used oil paint to make the bloemstilleven you can also see that because it is really shiny and there is a small layer of oil paint and it is made on a Canvas.

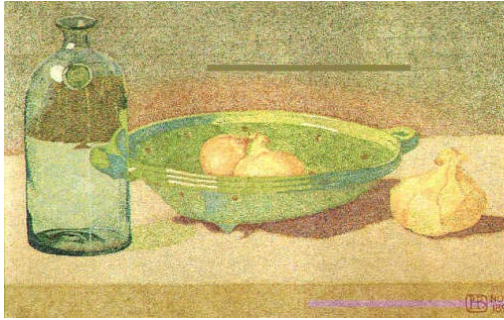
Jan Mortel used warm colours for the flowers like red, pink, yellow, orange. But for the background he used dark blue and for the vase dark brown. And there is a little bit of contrast in the vase.

You can see a bit of overlap by the flowers, and there is cut off by the table where the vase stands on, so you can only see the top of the table. And there is also perspective in the flowers and vase.

Jan Mortel is trying to tell you about how beautiful these flowers are, and he uses beautiful colours to make the flowers beautiful. And he makes clear that the flowers are the most important things of the whole painting by using good colours, and makes it in the front of the painting.

My opinion is that the bloemstilleven is a beautiful painting and Jan Mortel has thought a lot of how he can makes it so good as possible. He clearly thought that it was important that you could see that the flowers were the most important part of the painting, he did that to make the background dark blue. If he used for example a farm with animals in the background it is not clearly what the most important part is. But if I was Jan Mortel I will add a little more detail and colour in the vase, so it looks a little bit more happy. But I think Jan Mortel did a really good j





Analysis by Sophie van Erck, 1A.

Stilleven met fles, schotel en ui

Hendricus Petrus Bremmer

1894

If you look at the artwork, you notice it is pretty small (33 x 48 cm). There are some things portrayed on this painting. These things are: a bottle, two onions in a dish and one onion on the table. All these things have shadows.

And if you look closely, you can see it is made of oil. You can recognize that because of its smooth transitions (one of the characteristics of oil paint).

If you look at the colours you see that the colors are mainly warm, like: the yellow table, the red wall and the yellow onions. You also can see there is a contrast: the bottle is blue, while the table is yellow and the dish is green, but the onions yellow. Another contrast in colour is the wall. With it being red more to the table and green further away from the table.

If you look at the visual aspects, you see there is a cut off. The cut off is at the table.

I have a question for you: 'if the table would be longer, would it have more food?'

You can also see a cut off at the wall.

This painting doesn't have much overlap, but that doesn't mean it doesn't have any overlap.

The overlap is with a part of the bottle overlapping a part of the dish and a part of the dish overlapping a part of the onions in the dish.

You can see there is some overlap, the end of the table is far away, while the onion on the table is very close. The bottle is closer to you than the Dish. The wall is the furthest away from you, while the beginning of the table is the closest to you.

I personally think this artwork is about a refined painting technique that the artist is trying to show here, but I do not think there is really a story though.

For me, is this artwork simple, but beautiful, because the things are not too detailed, but still have details. I like this type of art.

Name: Sari Coenen

Class: B1B

Name of the artwork:

Portrait of Jan Antonides van der Linden

Artist:

Abraham Lambertz. Van den Tempel

Year:

1660



The artwork of Abraham Lambertz. Van den Tempel is a portrait of Jan Antonides van der Linden. He is a professor of medicine from Leiden, his wife also has a portrait. They have had themselves portrayed as if they are members of the aristocracy. The material the artist had used is oil on canvas. You can tell that because they often use that to make artworks more realistic, they also used that with the Monalisa. You can also tell that is in oil on canvas because they said that on the information board next to it. The use of color is warm because of the red at the right low corner, and because he has a warm skin color. You can see contrast at the white details on his collar and at the end of his sleeves. And the opposite is then again the black clothes he is wearing so the collar and the end of his sleeves stand more out. Also his skin stands more out because of the dark background and he has a lighter skin color. You can see the visual aspects (cut off, overlap and perspective) at a few different points. You see cut off at the right bottom chair and his whole body is cut off at the bottom. The overlap you see in the middle, where Jan Antonides van der Linden is standing in front of the red curtain at the back. The viewer can also see overlap at the right bottom corner where his hand is on the chair. And lastly the viewer can see perspective in the middle where Jan Antonides van der Linden is bigger than the background. That makes the viewer pay more attention to him than to the background. My opinion of this drawing is that I really like it because of the textures that he sort of drawn. In the artwork it really looks like the chair has texture and I think that is really nice drawn. It also shows that Van den Tempel has talent in drawing materials. You can also see material in the gleaming bow and the end of his sleeves. And lastly I think this artwork is about a man and his wife who want to be a member of the aristocracy.

Name: Jolie Linnemann. Class: 1A

Hoofdlieden van het turfdragers gilde te Leiden, 1677, by Matthijs Naiveu



The artwork made by Matthijs Naiveu was made in 1677. On the group portrait you can see the Chieftains consult about the peat industry. The artwork is painted with oil paint on canvas, you can tell by the strokes of the brush if you look closely. The artwork is very big, it's 200 by 340 cm without the frame. The colours are very dark and a little mysterious. Around the little fire in the right bottom corner the colours are a little warm but the most of the painting is in cold colours. The light comes from the right, probably from the fire.

In the middle of the painting is a table with the chieftains around it. From left to right the first thing you see is a man pointing to a paper lying on the table. Then you see another man in the background. Next to him you see someone standing with an inkstand in his hand. Then in the middle in the background is a man with a big beard and a large hat. In the front is a man on a red pillow with his legs crossed. Lastly you have three men: one sitting with a quill in his hand. One in the foreground with a walking stick. And then on the far end next to a little fire, a tall man standing with his hands behind his back. A little detail is a string hanging from the ceiling. It's probably from a lamp.

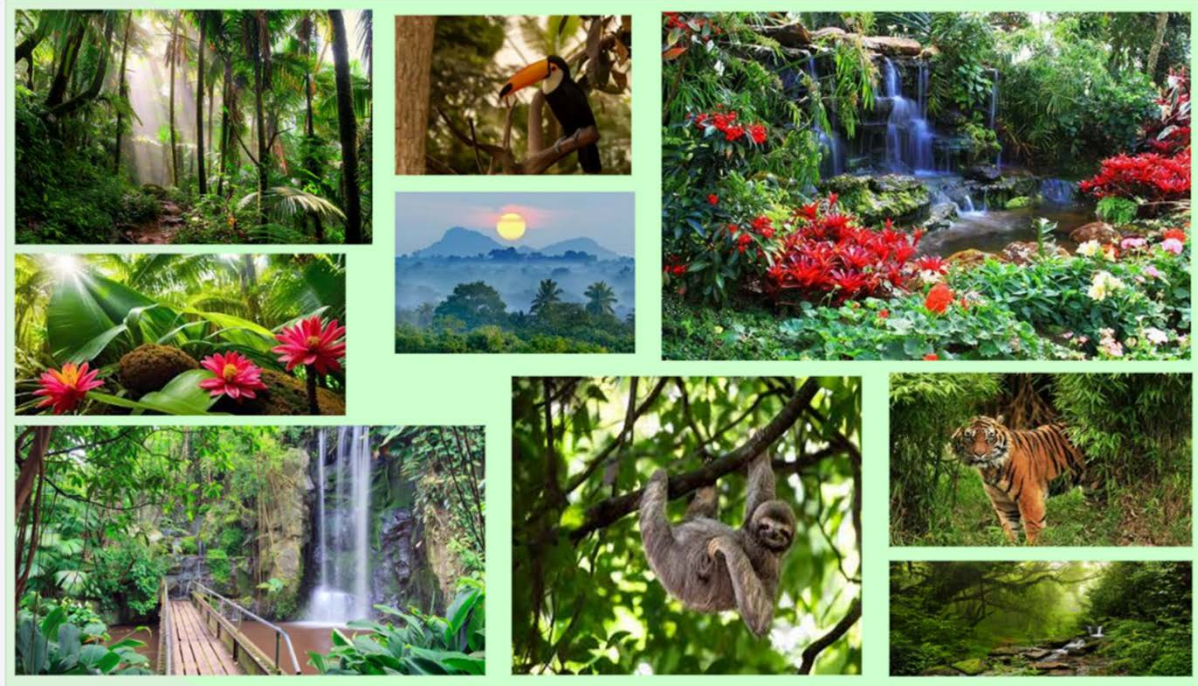
I think it's very impressive if you can paint such a large artwork with a lot of detail. On the other hand you can't see a lot of bigger details. You mostly see people around a table, but I always like it when you can see a lot of little things. That is why I choose this painting. It is beautiful but not really my type of art.



ART 1TTO continued.....

The 'jungle project' is a series of assignments, and the largest project in the first year. First of all, there is some research to do; what animals and plants can one find in the jungle? Cross curricular with Biology.

Assignment: **Digital collage** made in PowerPoint. Cross curricular with ICT.



Sari Coenen 1B



Antony Holleman 1B



Composition drawings.

Now that we have some reference material, we discussed different artworks and looked at compositions and visual aspects. Drawings were made in **preparation** for the final jungle painting. What is the most interesting composition?



Left: Zoe Libourel, 1C.

Right: Belia Gerlings, 1C.



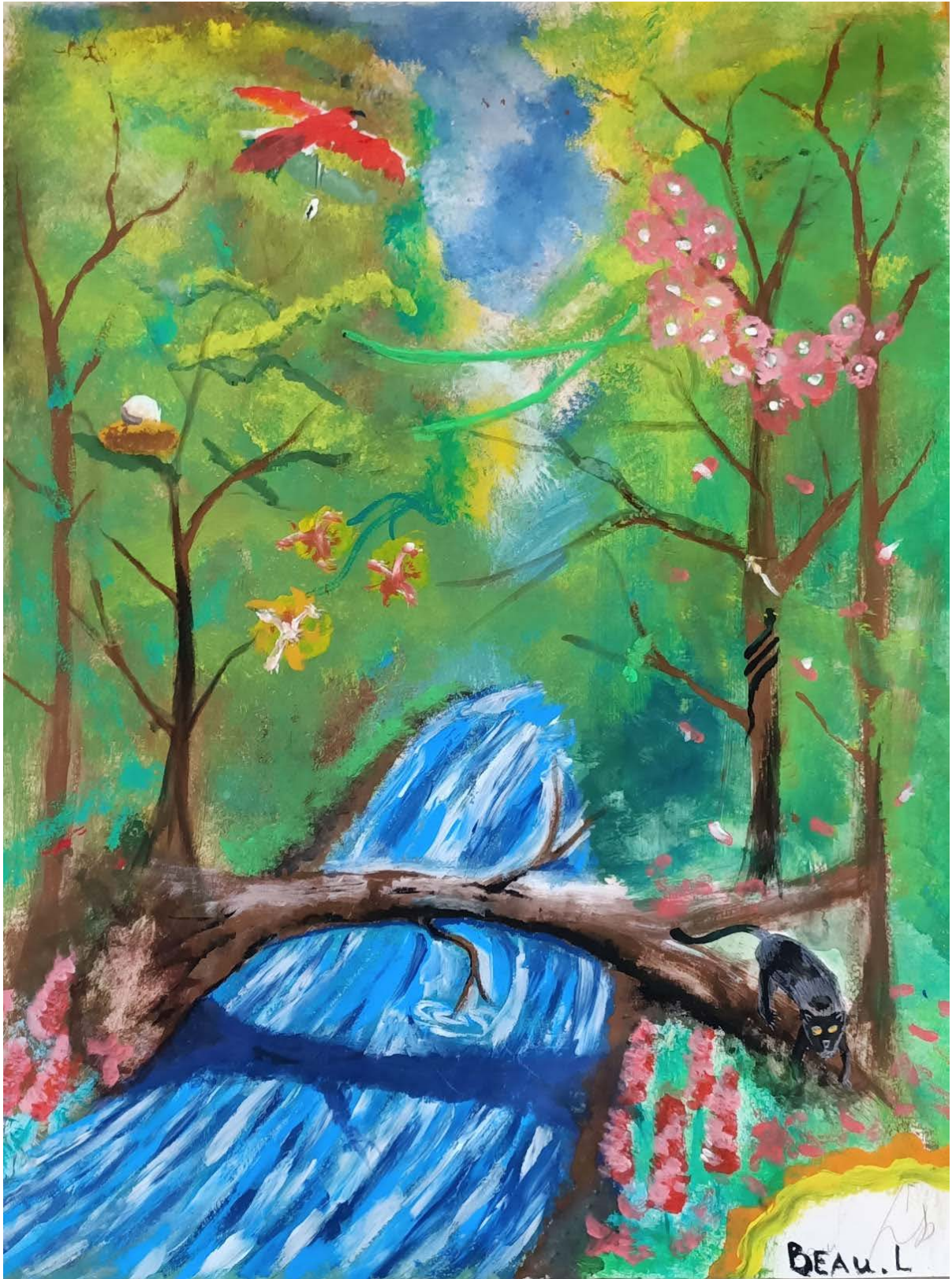
Above: Victoria Nolten, 1A



Left: Gary Wang, 1C



Reinier Kleinmeulman-Bijvoet, 1A



Beau Langereis, 1C



Above: Hidde Kentie, 1B. Below: Josephine Doedijns, 1C



PE – 1TTO

PE in class 1B. Each pupil had to give a warming up to each other and they had to prepare it on the forms; explaining content, material, organisation and instructions.

Preparation form Rijnlands Lyceum Wassenaar year 2023-2024

Name student : Louise Reijnders
 Class : 1B
 Date :
 Students in class :

General: everything in English!

Content (what are you going to do?)	Material (what do you need?)	Organization (floor plan)	Instructions
I am going to organize 2 games for my lesson. The first game is called Thieves. I will explain to the students how they must play and the rules. For the second game I will do the same, this game is called mat baseball.	1st game: 8 or less (as many as there are) hoola hoops and as many balls (tennis ball or dodgeball) as there are hoola hoops. 2nd game: 3 mats and 2 dodge balls.	1st game: 2nd game:	1st game: The first game is called Thieves. For this game the students must be split into 2 teams: the home owners and the thieves. Every home owner must stand in a hoola hoop and inside must stand anything small and easy to grab like a ball. The Thieves must spread round the rest of the room and try to steal the ball from the owners hoops. But they can also get tagged while doing so. If they must wait 15 sec before stealing another ball. (The home owners can not leave their hoops).
Evaluation:		Presentation	
Grade: Preparation		Presentation	

Instructions 2nd game:
 The second game is called Mat baseball. In this game you need 3 or 4 mats. 2 students must stand in the middle of all the mats. These students are given 1 ball each. The rest of the students are spread evenly on the mats. Their goal is to run to the next mat (base). All student must run clock wise and they may not stand on their mat for longer than 10 seconds. The people in the middle must try to tag the students with the ball. But they are safe on the mats. If you are tagged you switch with the person who get the ball back if they miss.)

Preparation: + complete form, on time.
 + original games
 + on time in the gym to prepare everything.

Presentation: + clear explanation.
 + good to have a twist to the second game.
 - Be active as a teacher. (don't just stand there)



Content	Material	Organization	Instructions
I am going to play the game left or right. There is a circle with sets of 3 pairs and in each set there will be for example one blue, one red and one yellow. They are going in pairs of 2 and one on each side of the 3 pairs. If I say left or right they will run that direction and if I then for example say red you will have to grab that color, as fast as possible.	For the game that I am going to play I will need 3 pairs of each color, for example 5 red, 5 blue and 5 yellow. But it could also be any other color as long as there are 3 different colors.		Everyone will first get in pairs of 2 and then one on each side of the set rows. Then I will explain further. So if I say left everyone has to go there and left. So the inner circle runs the opposite direction as the outer one. The if I say right everyone will walk there own right. Then if I say for example blue everyone will grab the blue pair in front of them. The one who can take the pair then the person behind them wins.
Evaluation:		Presentation	
Grade: Preparation		Presentation	

Preparation (8%)
 Form on time
 Gym prepared on time
 Original games, especially 1st one!

Presentation (3)
 + you know what to say.
 + you stay calm = positive.
 - explain to everybody at some time.



Preparation form Rijnlands Lyceum Wassenaar year 2023-2024

Name student : Antony Kollman
 Class : 1B
 Date : 27 Feb 2024
 Students in class :

Content (what are you going to do?)	Material (what do you need?)	Organization (floor plan)	Instructions
1) Het eerste spel gaat over een spel waarbij moet omgeven. 2) Living memory 3) Dodgeball game, someone is hit no one is hit.	1) 8 pionnen 2) bank 3) ballen 2) top pieces of a 10 board 3) times 4 different colored pawns 2) pawns 3) Dodgeballs	1) 2) 3)	1) Two teams met even veel spelers proberen niet de bank te raken do a de lijn die team die de meeste pionnen heeft gewonnen. 2) die de meest pionnen 3) Living memory 4) one of the opponents will sit behind the bench and count up with a pattern. No one should know about the pattern. Once the opponent has chosen a pattern, the game starts and both teams count down from 5 to 0. 5) de eerste die de bank raakt is de verliezer. 6) de eerste die de bank raakt is de verliezer. 7) de eerste die de bank raakt is de verliezer.
Evaluation:		Presentation	
Grade: Preparation		Presentation	

on pattern and the pattern is not correct, you have to move the pawns from place to place until the pattern is correct. Once all pawns have been placed the player behind the bench has to check which ones are wrong the team that is doing wrong is the loser.

Preparation (8%)
 + on time and in map.
 - not every thing is a game.
 + you put good effort in it.

Presentation (8%)
 + you know what to say.
 + you explain.
 + have people close to you when you are back in the room.
 + be more active as a teacher. (Motivate students)

PE AND BIOLOGY - CROSS CURRICULAR project

In both subjects pupils learned the importance of good posture.

Pupils worked on posters showing the dos and don'ts of posture.

Here are three posters made by 1B.



POSTURE

project
pe./biology



Walking properly involves standing tall with good posture, keeping your head up and your shoulders back, being strong and naturally in control on with your steps, and aim for smooth, even strides with feet in the feet placement. Engage your core muscles for stability and maintain a comfortable pace. Remember to breathe deeply and stay aware of your surroundings. With practice, these habits will become second nature, helping you walk efficiently and with confidence.

Run with good posture, using your arms naturally. Take short strides with mid-foot strikes, engage your core, breathe rhythmically, stay a comfortable pace, and stay aware.

Walk, Run

Stand and Sit

- keep feet flat on the floor or a surface
- avoid crossing legs or ankles
- maintaining a small gap between the back of the knees and the chair
- positioning the knees at the same height or slightly lower than the hips
- placing the ankles in front of the knees

1. The knees should be directly over the feet, not in front of them. 2. The feet should be flat on the floor. 3. The hips should be directly over the knees. 4. The shoulders should be directly over the hips. 5. The head should be directly over the shoulders.

Jump from the box to the mat

1. Stand on the box with your feet shoulder-width apart. 2. Bend your knees and lower your body into a squat position. 3. Push off the box with your feet and jump up. 4. Land on the mat with your feet shoulder-width apart. 5. Keep your knees slightly bent and your back straight. 6. Repeat the jump 10 times.

Place your hands at shoulder width. To establish a solid grip, tap your head flat on the ground and then try to grasp the earth. When done, correctly, your head should make contact with the ground in three places: the top of your head, your fingertips, and the top of your palm.

Body positioning:

- squeeze the ground with your hands
- wrists, shoulders, and hips in a straight line
- push the ground away to extend the shoulders
- point your toes
- head between your shoulders

Handstand



Stand in front of the object with your feet shoulder-width apart. Stand about 30 cm from the object. Use your feet to push up under the shoulder width. Push one foot slightly in front of the other. Lift your head and keep your back straight as you lower yourself. Grab the bar as the weight is evenly distributed between your hands. Keep your back straight as you lift the bar with your legs. Use your hands to support the object. Bend your knees to get the object down. If you don't feel comfortable with the weight, ask others to help you carry the object.

Lift bench



Lifting a bench

To lift a bench correctly get close to the bench and make sure your feet are as wide as your shoulders. Bend your knees and get your back straight. Lift the bench while keeping your back straight.

Examples:

Good posture: Bad posture:

Landing

When landing, keep your knees slightly bent and land on the balls of your feet. This absorbs the impact and prevents injuries!

Examples:

Bad posture: Good posture:

Handstand

When doing a handstand you must begin with a good starting position. First stand straight and raise your hands to the air, put your feet forward as if you're taking a step. Next bend down and push off with one dominant leg. When in a handstand you must be straight and your head is between your arms.

Examples:

Good posture: Bad posture:

GOOD posture

walking

Good posture: Bad posture:

Sitting

Good posture: Bad posture:

Standing

Good posture: Bad posture:

In the bad example you see a person slouching, that is not correct. Keep your back straight and pull your belly in.

To have a good posture while sitting your feet must be on the ground and your feet should be lower than your hips. It's not to have a big distance from your back and the chair you are sitting on. Make sure your shoulders are not resting on the seat.

Having a good posture while standing means your back must be straight and your shoulders should be tall, but there should also not be too much tension in holding your head up. It's best to have your arms at your sides.

BIOLOGY – 1TTO

Here are 1A and 1B playing games. They played 30 seconds, quartet and hints.

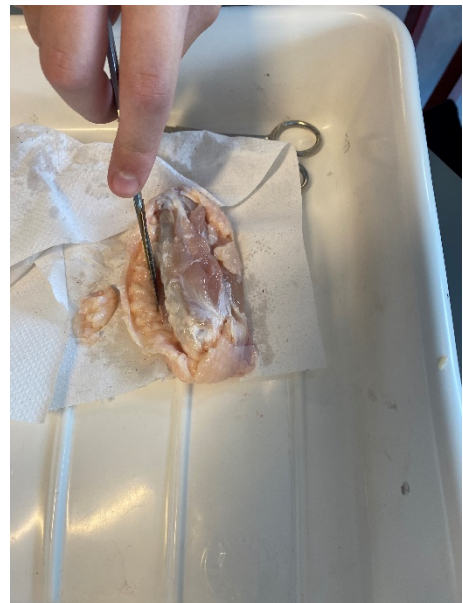
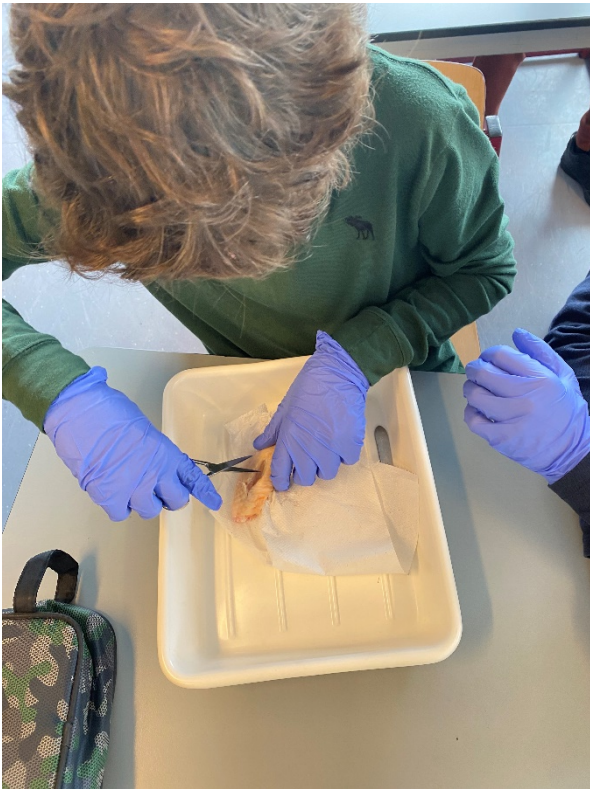
The games were part of the chapter Support and Locomotion, so they were all about the skeleton and the muscles.





BIOLOGY – 1TTO continued ...

1B busy dissecting chicken wings. They then compared the wing with their own arm!



HISTORY – 1TTO


As you can see by these two nicely composed posters, 1TTO were comparing and contrasting characteristics of the Ancient Greeks and the VOC.

The first poster is by Tessel Huygen of 1C.


VOC & Ancient Greece

Similarities

VOC



Ancient Greece



Strong ships/maritime expertise:
Both the greek and the VOC were very good at making and using big ships. VOC had a powerful fleet and the ancient greeks also had strong navies.

the ancient greeks had ships that were called 'triremes'. these were fast and powerful warships with three rows of oars on each side of the ship. They were designed for speed and agility. the VOC had big, sturdy ships called 'East Indiamen'. these ships were built to carry a lot of cargo and withstand long voyages across the ocean. they were heavily armed with cannons to protect against pirates and rival ships.

differences

1 Geographical location: the VOC operated in Asia and the Indian Ocean, and had to focus on global trade routes. they had trading posts and colonies in places like Indonesia and South Africa. the ancient greeks were active around the mediterranean and Aegean seas. they had influence around these seas, and areas including south Italy, Turkey and North Africa. their geographical focus was more regional compared to the VOC's global reach. And their interactions were more with neighboring civilizations.

2 Military focus: the VOC's military activities were primarily to protect their trade interests, colonies and ships from pirates and rival nations. they used their armed ships to secure trade routes and also to protect the goods on the ships. the ancient greeks however often fought wars for territory power and control. famous conflicts like the Persian wars and the Peloponnesian war were about dominance and survival. their military focus was on land and sea battles to protect their city-states. So, the VOC fought to protect trading, the greeks fought for power and survival.

3 Time period: the VOC operated from 1602 until 1795. Ancient Greece much earlier, from 800 BC to 146 BC.

4 Government structure:
VOC: trade and colonies
Ancient Greece: Various forms of government

3 Trading goods:
the VOC was a very big trading company that bought and sold goods like spices and silk between Asia and Europe. Making the Netherlands very rich. the ancient greeks were also big traders exchanging goods like olive oil, wine and pottery throughout the mediterranean. their trading activities made their cities wealthy and powerful. Both the VOC and the greeks used to trade to build their wealth and spread their influence far and wide.

TRADE ITEMS GUIDE

OLIVES	HONEY	WAX
SPICES	SHELD	WINE
GRAPES	COPPER	FISH
WHEAT	LUMBER	PO

2 Colonial expansion: the VOC had colonies in Asia & S-Africa. Ancient greeks set up colonies in the mediterranean + Aegean seas.

4 Cultural exchange: VOC and greeks connected different parts of the world facilitating the sharing of ideas, goods and cultural practices.

1C Tessel Huygen



Made by Gary Wang & Ilya Borodin 1C

POSTER HISTORY
Differences and similarities between the Ancient Greeks and the VOC.

Difference 1: Why did they colonize?

The Ancient Greeks: The Ancient Greeks established colonies because they had overpopulation and a food shortage. So the people who didn't have a home and enough food moved to foreign areas to find available land to grow crops and build cities there.

The VOC: The VOC established colonies because they wanted to bring herbs and spices from countries far away. With herbs and spices that were not common for most European countries, they should make very much money. So they didn't want to compete with much of those foreign spices, the VOC colonized those and traded much, then, the VOC wanted more and colonized the countries and let the local people work for them.



Difference 2: Where did they colonize?

The Ancient Greeks: The Greeks established colonies in the Mediterranean Sea. They couldn't travel too far away because the capital Athens still needed to be connected with the colonies and the Greeks didn't have that great technology to travel very far. If the colonies are connected to the capital, the colonies can be better defended.



Difference 3: When did they colonize?

The Ancient Greeks: The Greek colonization happened from about 900 B.C. to 700 B.C.. The colonization happened when they had overpopulation that caused the food to be not enough for everyone.

The VOC: The VOC sent nearly a million European traders to Asia between 1602 and 1796. They came across good trade with great benefits in Indonesia and established a capital in the port city of Batavia/Jakarta/Jakarta in 1609. They settled up trading markets and built more ports. To protect their interests, they occupied the surrounding areas all around their capital.

Their economy grew from their small capital to other places in Indonesia and many people came to trade. When the capital got overpopulated, the VOC started new cities around the original capital and slowly occupied big islands of Indonesia. They didn't want to lose the occupied islands so they guarded their trading bases with an armed force.



Difference 4: How did they colonize?

The Ancient Greeks: The Ancient Greeks began colonizing around the Mediterranean Sea and the Black Sea. They traveled to areas close to coasts and rivers. They began their own farms close to coasts and rivers, plants and vegetables. They not only brought grain crops, they also brought farm animals with them in their small merchant ships. There came more people and more and it kept going on like this due to overpopulation and prosperity. Slowly on, they built settlements that grew to big cities with many people. They didn't have an army and protection, so the colonies were still connected to the motherland: Greece.

The VOC: The VOC was an alliance with many rich and prosperous traders that had their own ships. They shipped to the Indian sea with crewmen, weapons and money. They began trading in Indonesia and established trading posts and cities. The cities had ports for the ships that came from the Netherlands. They slowly occupied the trading posts for themselves and began to build other cities. They protected their interests for Indonesian products by using weapons and force. That is how Indonesia became a colony of the Netherlands.



Similarity 1: Economic Motives

Both the VOC and the ancient Greeks were driven by economic incentives. The VOC aimed to control and monopolize the lucrative spice trade and other commodities in Asia, establishing trading posts and colonies to secure these economic interests. Similarly, ancient Greek colonies were often founded to access resources, trade routes, and new markets, alleviating population pressures and economic challenges in the homeland.



Similarity 2: Strategic Location Selection

Both entities strategically selected locations for their colonies based on economic and military advantages. The VOC established colonies and trading posts in key locations along important trade routes in Asia, such as the Cape of Good Hope, Batavia and the Spice Islands. Ancient Greek colonies were also strategically placed, often on fertile lands or near important maritime routes, to facilitate trade and ensure the safety of their settlements.



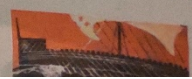
Similarity 3: Cultural and social integration

In both cases, colonization led to significant cultural exchanges and sometimes integration with local populations. The VOC colonies often saw interactions between Dutch settlers and indigenous peoples, leading to a mix of cultural influences, though sometimes through oppressive means. Similarly, Greek colonies often interacted with local populations, resulting in a blend of Greek and local customs, languages, and traditions, despite occasional conflicts.

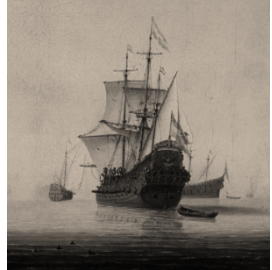
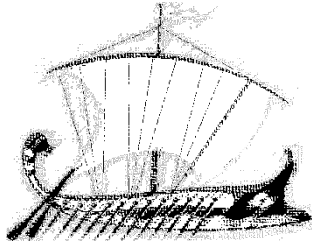


Similarity 4: Governance and control

Both the VOC and the ancient Greeks established systems of governance to control their colonies and protect their interests. The VOC set up administrative structures to manage their territories and trade networks, often imposing strict control to maximize profits. Ancient Greek colonies typically maintained political and economic ties with their mother cities, while also developing their own local governance structures to manage day-to-day affairs and local autonomy.



This poster is by Gary Wang and Ilya Borodin of 1C



OXFORD SCHOOL TRIP – 2TTO

In March the whole 2TTO went off to Oxford for their school trip. A week of experiencing English life and language. They all had to hand in a report containing assignments that were related to this trip.

They were all very well made. Here is just one to have a look at ...

Oxford Report 2024

Dauphine Spruit 2C

19th of April



Table of contents

- Introduction
- English TTO assignment
- Mathematics assignment
- Music & Theatre assignment
- Geography assignment
- Art & Design assignment
- Conclusion.



Introduction

Dear reader,

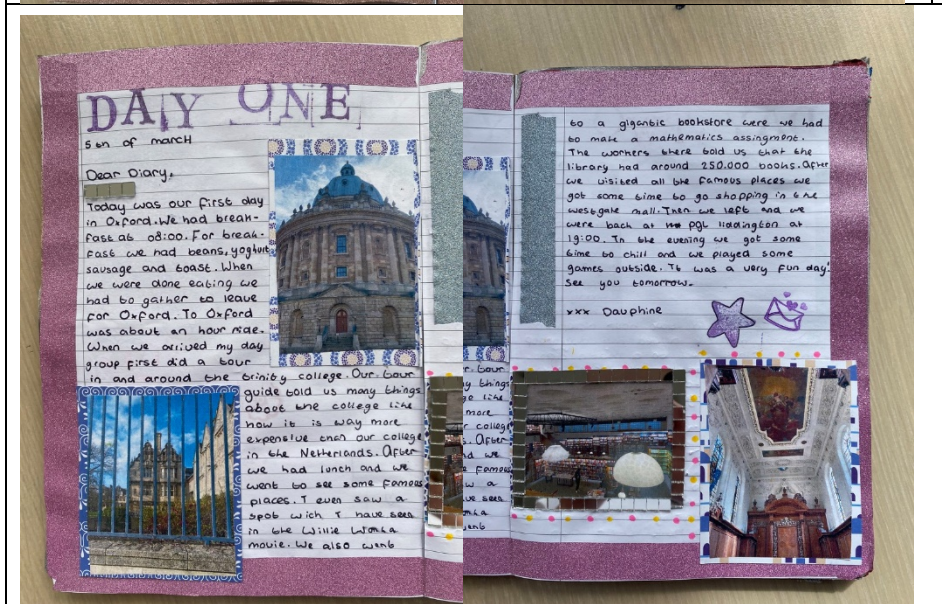
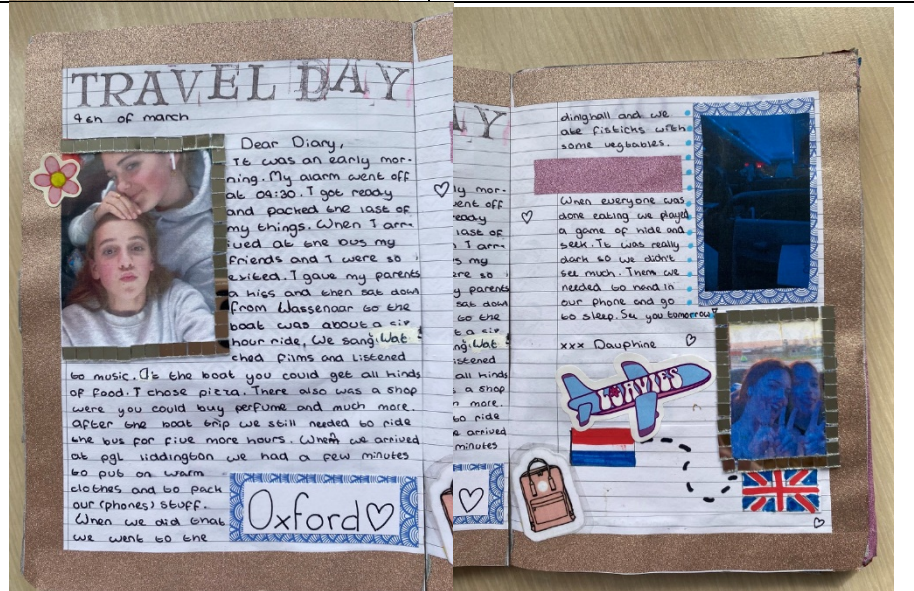
Nice that you are reading my journal! I went on a amazing trip to Oxford which was absolutely amazing. I enjoyed it so much. We went to many different places where we learned things and of course had fun! I also made new friends and became closer with some teachers. For some subject we needed to make some assignments which you can find in this word document.

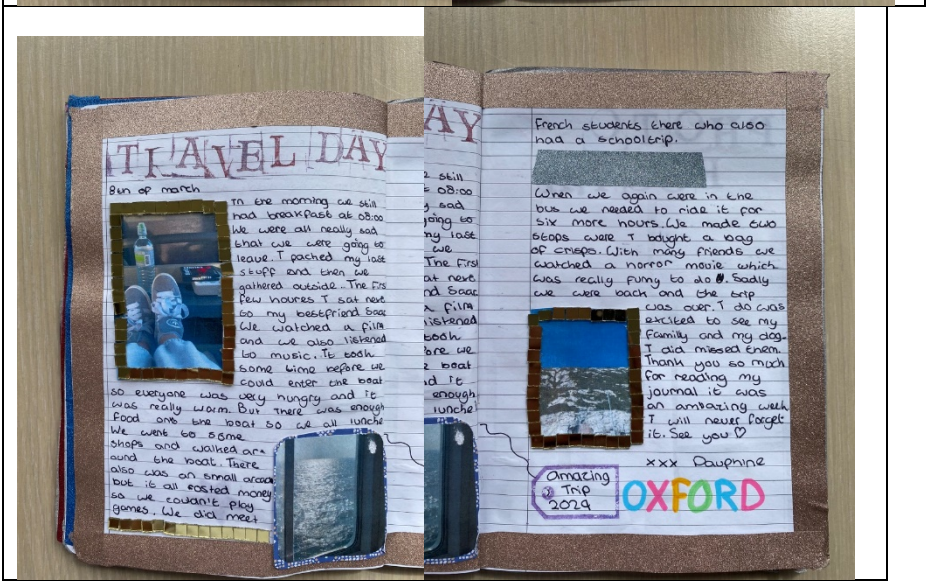
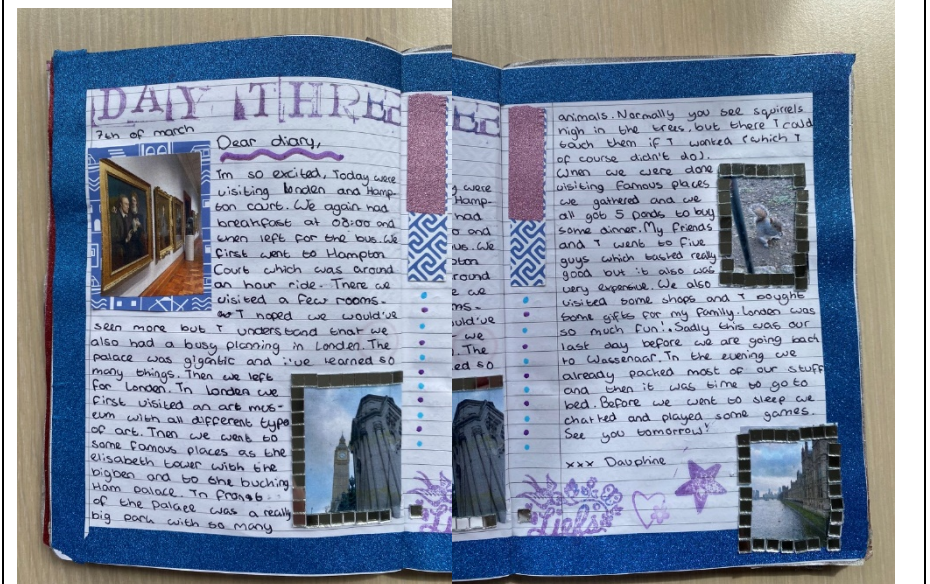
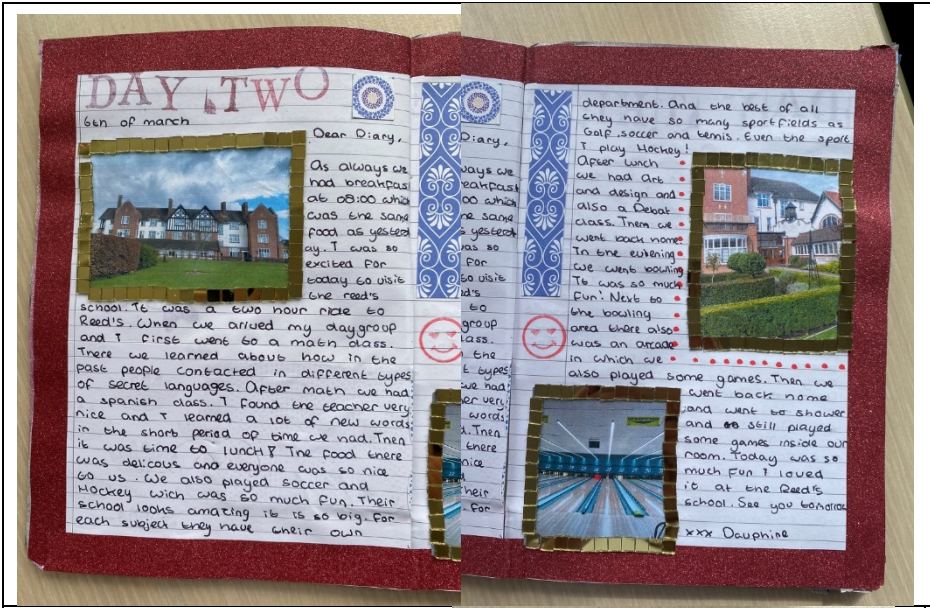
Kind Regards,

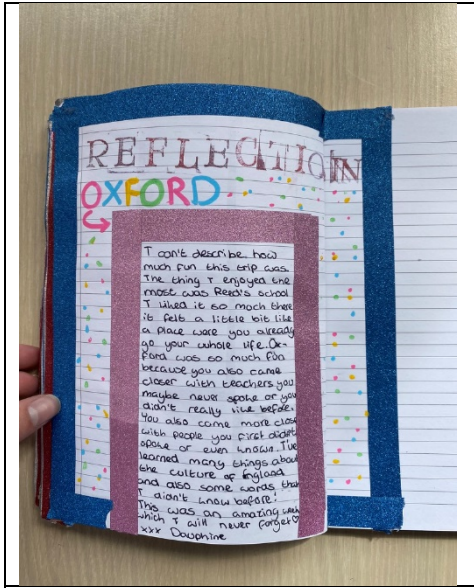
Dauphine Spruit 2C



English TTO - Oxford Travel Journal







Mathematics

Step 1: What's your first guess?

Our guess is 25 million pages.

Step 2: Describe your group's strategy for picking 15 random books.

We chose a variety of books from different age categories. We also made sure that these books were different in size and length.

Step 3:

Book Title:	Number of Pages:	
1. Broken glass	274	
2. Wild	250	
3. Water	29	
4. Solitaire	407	
5. A tiny bit lucky	228	
6. Noah's Ark	24	
7. Let's play	64	
8. Ark spire	374	
9. Cairo 1921	351	
10. True crime Japan	256	
11. Serving face	190	
12. Theory, Thought and Things	208	
13. My Meteorite	321	
14. The Living	229	
15. Available Light	143	
		Average: 223,2 pages

Step 4: Now think of a strategy to estimate the total number of pages in the entire bookstore. What other information do you need?

Step 1: Calculate the average amount of pages per book.

Step 2: Determine the number of books in the bookstore. (We asked the average amount of books to a worker).

Step 3: Make the sum: Amount of books x the average amount of pages of these books.

Step 5: Write your calculations and final estimate below. Make sure that your teacher understands what the numbers refer to

223,2 (Average amount of pages) x 250.000 (Number of books in the store).

223,2 = Average amount of pages.

250.00 =Number of books.

Who did you complete this assignment with?

Svea luijer, Carolijne Groenendijk and Roisin de kleine



Music & Theatre

With: Svea Luijer, Carolijne Groenedijk, Roisin de Kleine

1. Playing Quidditch



2. Spells

Lumos

https://share.icloud.com/photos/0f3YC7N0RJLUA6J_G-N_mJsmg



Wingardium Leviosa



Petrificus Totalus

3. Your own magical creature



Deep in the realm of dreams lurks a fearsome creature known as Narumiumnightmare. With strong tentacles and a truly terrifying head. Narumiumnightmare haunts you in your nightmares. Locking eyes with this magical creature means being trapped in your nightmare forever, unable to escape back to the real world. If it can't get any worse this magical creature also has two snakes attached to the body which love to eat human meat. I can give you some advice which can be lifesaving. Do not find him in your nightmares.

4. Your own

[Voorbeeld van bijlage 8d70c89d-e6d4-4e52-a0a6-adf1577271e4.mp4](#)
[weergeven8d70c89d-e6d4-4e52-a0a6-adf1577271e4.mp41.1 MB](#)

5. Hogwarts location



Snape's Potion Classroom





The Forbidden Forest



The Portrait of the Fat Lady

Geography

	England	Netherlands
Physical Dimension		

Physical Dimension:

As you see in the photos, I choose to compare the different types of coasts that the two countries have. I chose this subject because they are both totally different from each other. When we arrived, everyone was amazed by The White Cliffs of Dover. We had only arrived for 1 minute and already seen something this cool. I also like the coast of the Netherlands because of the beach. In the summer I go there very often with friends. Both coasts have their own beauties and fun things to do so I was really interested in what way they are so different from each other.

England:

The White Cliffs of Dover are chalk cliffs on the coast of England. They are 16 kilometres long. I was amazed when I saw them because of how steep and high it is. I chose this photo because you can clearly see that on the edge of the cliff there already grows a lot of vegetation and you also see how steep it is.

Netherlands:

In the summer it can sometimes be very hot and then nothing is better than to cool yourself off at the beach. It is a very fun place where you can come easily with your friends. It also is very handy that we live nearby so we can always go with our bicycle. I chose this photo because you first see the dunes and then see a village with some houses where people live.

	England	Netherlands
Economic Dimension		

Economic Dimension:

In the two photos you can see that I chose the subject currency. I chose this subject because when I went to England, I didn't realize that they pay with a different currency. When we went shopping, I needed to pay and I saw that my item cost 10 pounds which meant that the item wasn't 10 euro but 11,68 euro. I found it weird to realize that all around the world people pay with a different currency, not only the euro. Also, the money looks different from each other they do not look all the same.

England:

In England they pay with pounds. One euro is equal to 0,86 pounds. On banknotes you see a portrait of Queen Elisabeth, the value of the note and the words 'Bank of England' printed twice around the edge. Also, the shape of the coins can be different from the euro.

Netherlands:

The euro is a currency that is used in 20 different countries. On the front side of euro banknotes, you can find windows and gates. On the backside, there are bridges. These figures that are on the banknotes are not real and can't be found in Europe.

	England	Netherlands
Social-cultural & Demographic Dimension		

Social-cultural & Demographic Dimension:

The theme I chose for this subject is the outfit you wear to school.

I chose this subject because when I went to Reed's school in England, I saw that everyone wore a uniform. When I talked to some students from Reed's school, I asked them if they like to wear a uniform. They said that they hated it, I kinda understand it because it is much more fun to choose your own outfit. But I do think a uniform is also kinda handy because you can wake up later because you do not need to choose an outfit.

England:

As you already know, in England they wear uniforms at school. When I asked a student from Reed's school why they need to wear a uniform. They told me that it is to make the difference between rich and poor smaller. It also is to look more professional and to make sure everyone dresses appropriately.

Netherlands:

In the Netherlands, choosing your own outfit gives you freedom and you can be yourself. Children can no longer express themselves through clothing when they need to wear a uniform. This is the reason why everyone can choose by themselves what they want to wear to school.

But at some schools in the Netherlands, they have dress codes. This means that there are some rules about what you can and cannot wear.

	England	Netherlands
Political Dimension		

Political Dimension:

Both England and the Netherlands have a Royal family that lives in a huge castle. This castle of course has to be protected very well. You see in the photos how different the soldiers look from each other. They both have totally different colors and uniforms. The soldiers from England only have a weapon and as you see the Dutch soldier has a lot of equipment to protect the Castle and Royal family. I chose this subject because I was really excited to see the English soldier in real life. I saw them online in photos or videos but never in person.

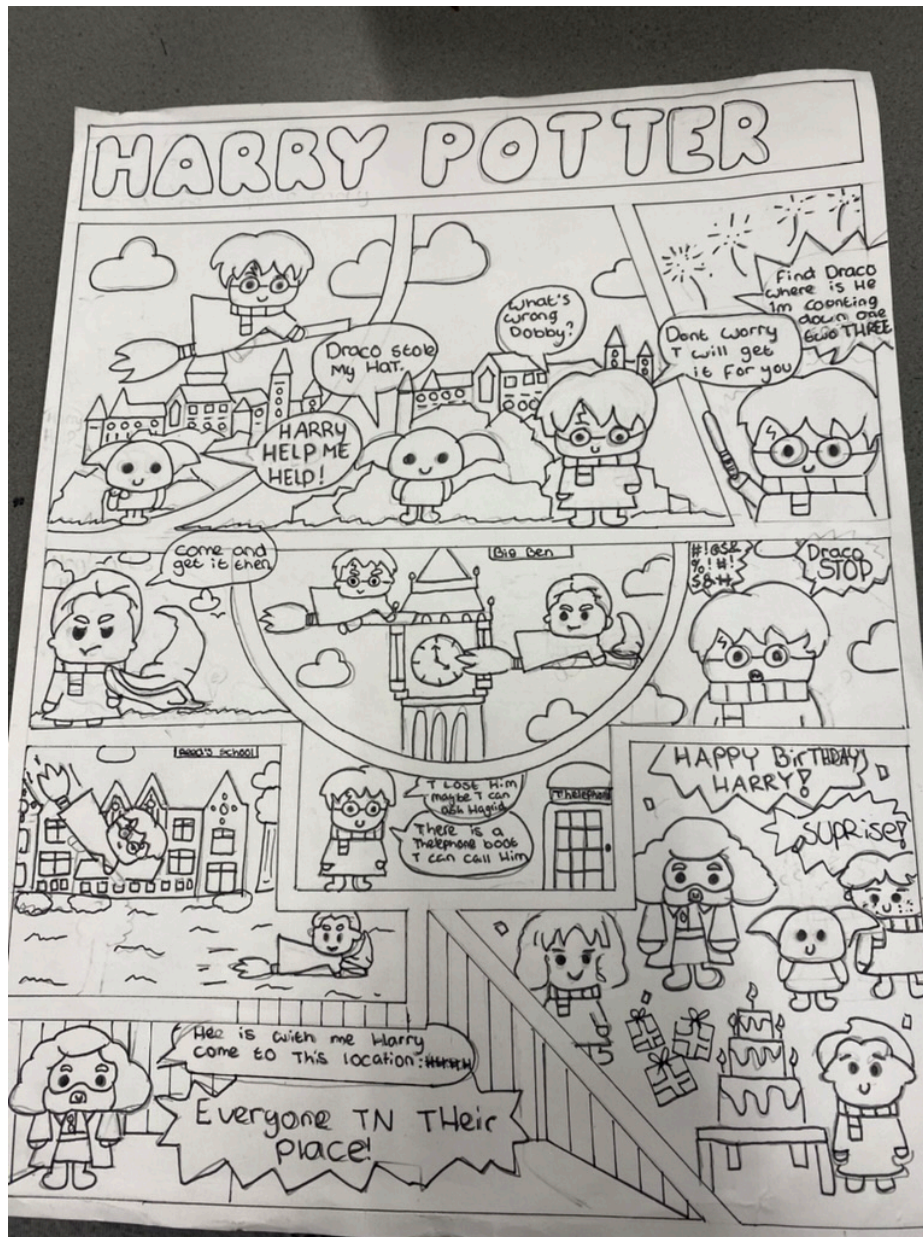
England:

The first thing you see when you look at the English soldier is the hat he is wearing. This hat is called a bearskin. They wear bearskin to look bigger and more imposing to the enemy. When we arrived at Buckingham palace the first thing that I immediately noticed were the soldiers that were standing all around the palace. Everyone knows them because they stand out so much!

Netherlands:

The soldiers from the Netherlands don't wear really bright colors as you see. The colors they wear the most are black and blue.

Art & Design



Conclusion

I actually had really much fun writing this report because of all the new things I learned and to work together with my friends. Camp was absolutely amazing, and I will never forget it. This report can help me head back to camp and I can see things that I already forgot doing. I want to thank the people who organized the camp and the people who helped making this trip so much fun

Kind Regards,

Dauphine Spruit 2C

ART – 2TTO

In English 2TTO pupils read Percy Jackson. They were therefore quite knowledgeable about Greek mythology when it came to capturing a scene from a Greek myth or a character in close up for Art. They really did a good job!

Here is 2C proudly showing off their great paintings standing in front of the school's own mural of a Greek myth. Next time you are going up and down those stairs: take a look Which myth is depicted?



ART – 2TTO CONTINUED ...

The theme for their big Design project was looking at cultures beyond Western Europe as

Thai Culture

I chose the Thai culture because last summer I went on vacation to Thailand and I immediately loved the culture there.

The patterns were also extraordinary beautiful. I saw the patterns everywhere, on temples, on clothing and on furniture.

One thing that was typical to the patterns was that there is almost always two colours in the patterns, which are most of the time dark red and gold.

The Thai religion is also very important to the Thai people, they sell buddha's in almost all tourism shops.

The patterns I used in my collage is more the traditional costume of Thailand. The modern clothing looks more like Dutch clothing



Joris
Kristensen.
2C

inspiration for their own pattern designs.

After making a digital mood board containing typical pattern designs from their chosen culture, they then created their own designs and added them to a product of choice.

All of the various drawings and annotations went onto a large mood board.

First let's look at some of their digital collages and reasons why they chose that culture.



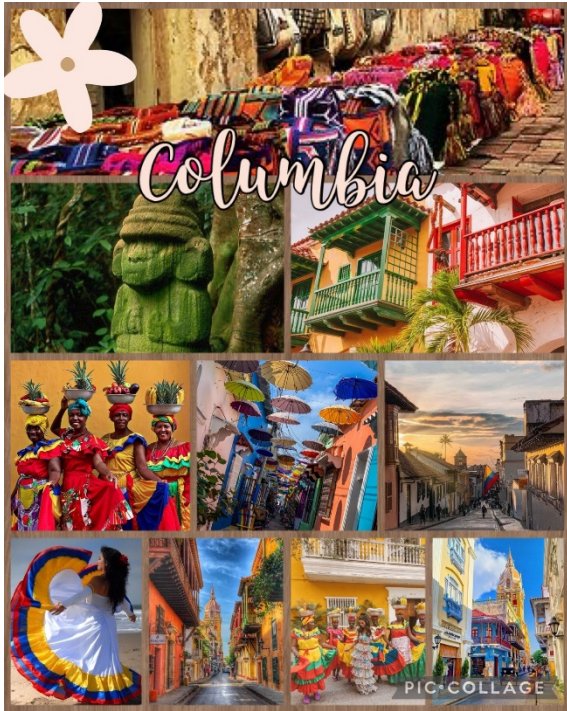
INDIA

I chose this culture because it has really unique texture and the hand paintings I find really cool. I also chose it because I went there when I was 9 and we had a workshop where we made a really big painting that we could take home. We still have it at home.

Julian Beentjes. 2C.



The Indian culture is one of the oldest cultures in existence. It is heavily influenced by the Portuguese culture with its only...



The reason I chose Colombia, is because I actually went there a couple of years ago, and I wanted to learn more about the culture. The patterns and colors are also very pretty. Colombian patterns are usually very colorful. Most of the time they are also symmetrical. |

Lotte Heinen. 2C.

Design assignment patterns inspired by non-western-cultures



The Aborigines

I chose the Aborigines as culture because I wanted to learn more about them and because I did not know much about them.

The aborigines use a lot of dots to make different patterns like circles as you see in this document or they use the dots to make animals like you see in my collage.

After I did research about the Aborigines I was impressed by their art. Here is my digital collage.

Floris ter Haar. 2C



Japanese Patterns

Mira Homburg – 2C - 29.11.2023

I chose the Japanese culture. It is a very interesting culture with lots of different clothing, patterns and architecture. Their art differs a lot from that in western countries and it is nature related. A lot of designs and patterns are quite complex and the Japanese are a big fan of curved lines. This is visible in their ancient architecture and in their paintings. They paint a lot of animals and make these long and elegant. Japanese art also has a lot of bright colour. Popular elements in Japanese art are cranes, koi carps, blossom trees and dragons.

The cranes symbolise honour, good fortune and loyalty. Koi carps symbolise good fortune, luck and prosperity. The blossom represents life and death as well as love and violence. The dragons bring us happiness and strength. A lot of red is visible in Japanese art as well. It symbolises peace and prosperity.

The main reason that I chose the Japanese culture is because I love the bright colours, adore the elegant animals and I think that the many details make the art really beautiful. The Japanese culture and art is rarely discussed. However it has complex and unique aspects which I would like to know a lot more about.



Mira's digital collage and below her Mood board.



I designed jewellery for details and a jacket, a bag. You also can design your own piece of clothing with a specific pattern. On normal daily bags, you could wear these.

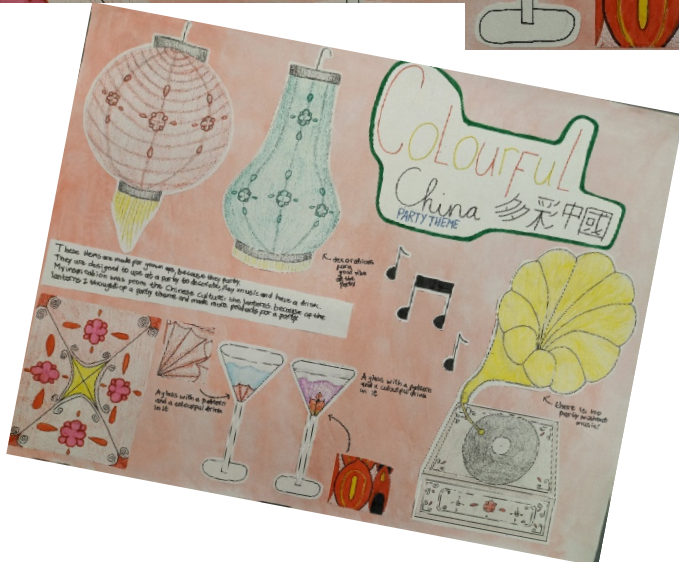
Tina Wang, 2B.

I used the Egyptian culture for inspiration, also I used a bit of my own fantasy to change patterns and the colours. Also I used a bit of my own ideas but it came from the Egyptian culture.

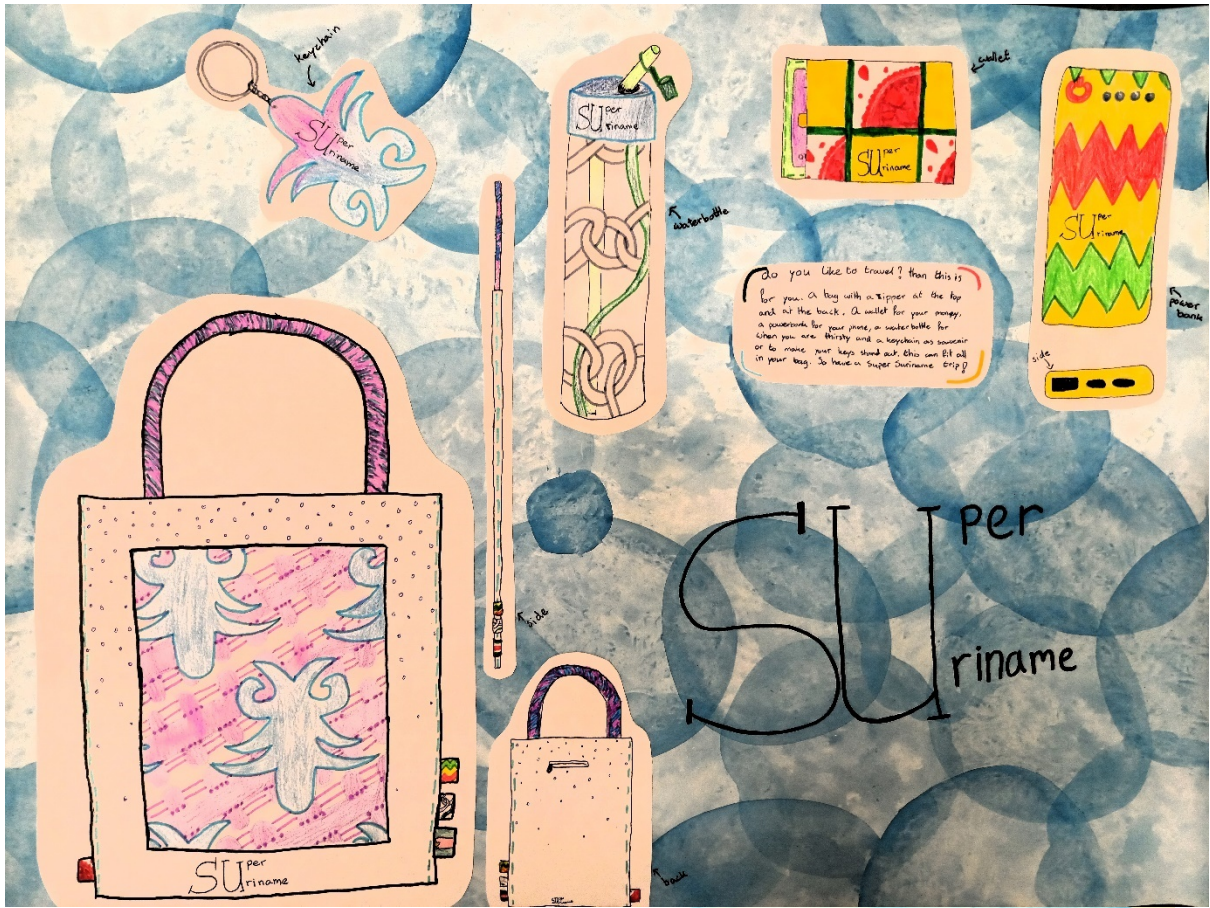
Target group:
A woman who loves jewellery and the made things with my designs and models on posters, Models on covers, women's magazine the age 15-25.



Nikki de Jong, 2B.



Juliette Steenbaker, 2A



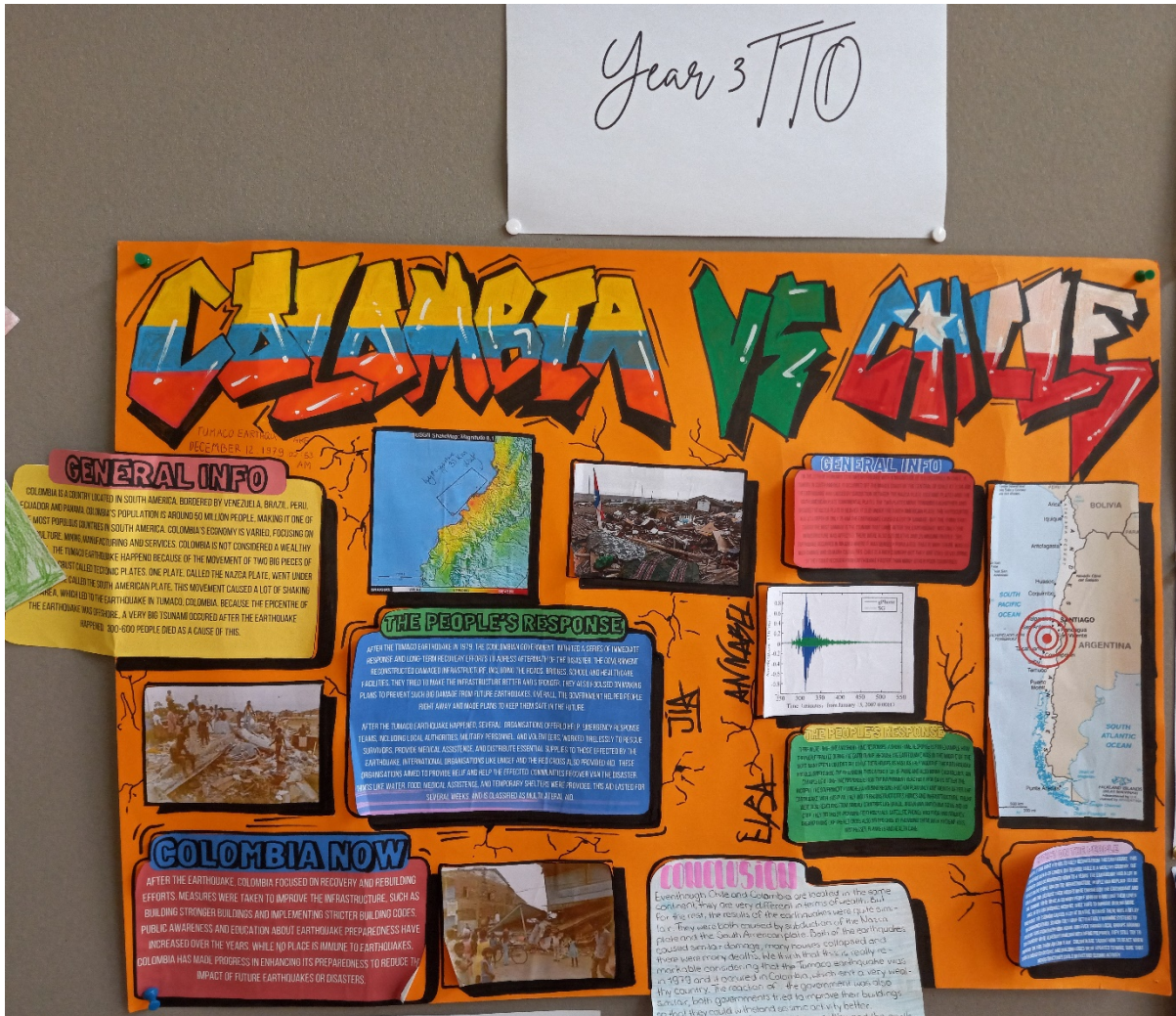
Juul Weber. 2B

Do you like to travel? then this is for you. a bag with a zipper at the top and at the back. A wallet for your money, a powerbank for your phone, a water bottle for when you are thirsty and a keychain as souvenir or to make your keys stand out. This can fit all in your bag. So have a Super Suriname trip!

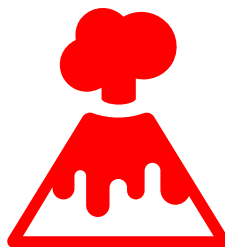
GEOGRAPHY – 3TTO

These posters show how pupils have gathered content about a variety of regions and countries affected by earthquakes. The posters compared geographical facts about them and gathered information on the after effects of the devastation caused by them.

The first is displayed on Ms Haasnoot's Hall-of-Fame outside her office!



By: Elsa Luijer, Jia Minnaar and Annabelle Brocades Zaalberg, A3B



JAPAN & PAKISTAN

Japan earthquake 2011

More than 16,000 people died as a consequence of the 2011 Tohoku Earthquake and Tsunami. Casualties were also severe in land. As of December 2011, 16,000 buildings were built, destroyed, and 1,200 persons were officially reported missing. On March 11, 2011, a seismic event northwestern Japan, killing at least 16,000 people.

The Pacific plate and the Eurasian plate were performing a subduction movement on the east coast of Japan on March 11, 2011, 14:46. The coordinates of the epicenter were 38.322°N 142.564°E. It has caused the major of casualties because it was in the middle of the sea and people were in effect and people were outside.

As one of the least densely populated areas of Japan, Tohoku is known for its mountainous terrain. 163 countries and regions, and 4 international organizations, had offered assistance to Japan as of September 18, 2011. There were 1338n afterwards and a 40 meter tsunami.

2011 Japanese earthquake caused widespread devastation. Buildings were destroyed and some even collapsed. Roads and bridges collapsed, making it difficult for people to leaving rubble and making matters worse. Some regions became self-sufficient, causing damage to homes and other structures. There were several aftershocks that continued to cause damage. It was a huge mess, and things took a long time to return to normal.

2015 Earthquake in Pakistan: A Comprehensive Overview

On October 8, 2015, Pakistan experienced one of its most devastating natural disasters, an earthquake resulting from the tectonic contrast between the Indian and Eurasian plates. This seismic event, part of the ongoing tectonic activity in the Himalayas belt, also fit the major plate sliding under the Eurasian plate. The earthquake's epicenter was near Muzaffargarh in Azad Jammu and Kashmir, with its hypocenter located approximately 26 kilometers underground, indicating a profound geological impact of significant depth.

With a magnitude of 7.6, the quake struck at 8:50 AM local time, a moment when many concrete buildings, significantly increasing the casualty rate. The timing was catastrophic, as the densely populated urban centers, especially Muzaffargarh, were severely hit. Although various vital areas were spared, the widespread destruction of buildings, many of which were not designed to withstand such powerful seismic forces, underscored the infrastructure's vulnerability. This, combined with the region's challenging terrain and pre-existing infrastructure issues, led to the immediate rescue and relief efforts.

International aid swiftly poured in, demonstrating a global response to the disaster. This aid was crucial and generally welcomed, as it supported the overwhelmed local and national resources. However, the earthquake also triggered secondary events such as landslides and aftershocks, further complicating the recovery process. These events not only delayed rescue operations but also the overall recovery and infrastructure reconstruction efforts, illustrating the complex nature of natural disaster aftermath in seismically active regions.

The recovery was slow with many facing prolonged displacement. The ability for affected individuals to return to their homes was hampered by the extensive damage and the slow pace of reconstruction. The government, while striving to address the immediate and long-term needs of the affected population, faced challenges in coping with the disaster's scale. The international community did project a practical role, with various forms of assistance, including emergency shelter, medical aid, and food supplies, being provided to those affected.

This tragic event highlighted the critical importance of infrastructure resilience and disaster preparedness, especially in regions prone to seismic activity. The 2015 earthquake in Pakistan serves as a stark reminder of the potential human and material costs of natural disasters, emphasizing the need for robust building standards, early warning systems, and effective emergency response strategies to mitigate future risks.

Infrastructure Damage Distribution

A pie chart or bar graph showing the types of infrastructure damaged (e.g., homes, schools, hospitals) and the percentage of each type affected. This graph can visually convey the extent of destruction and the challenges in reconstruction.

International Aid Contribution (in million USD)

A stacked bar graph displaying the amount of international aid received, categorized by type (financial assistance, medical aid, food supplies, emergency shelter). This would illustrate the scale and variety of international support provided.

Casualties Report in 2015 Earthquake

A bar graph illustrating the number of casualties and injuries resulting from the earthquake. This could be further broken down by region or city, especially focusing on Muzaffargarh, to show where the impact was greatest.

Map of Earthquake Epicenter

A map showing the location of the earthquake epicenter in Pakistan, highlighting the geographical context of the event.

Map of Japan Earthquake Epicenter

A map showing the location of the earthquake epicenter in Japan, highlighting the geographical context of the event.

Infrastructure Damage Distribution

Infrastructure Type	Percentage
Hospitals	10.0%
Schools	10.0%
Homes	70.0%
Roads	5.0%

International Aid Contribution (in million USD)

Aid Type	Amount (million USD)
Financial Assistance	100
Medical Aid	50
Food Supplies	20
Emergency Shelter	10

Casualties Report in 2015 Earthquake

Category	Count
Deaths	1000
Injuries	2000
Missing	500

Above: Aya Denno and Darya Karpuk, A3B. Below: Juliette Kentie and Feline Vincente, A3B

earthquakes

GORKHA & KUMAMOTO

Where & when? The Gorkha earthquake in Nepal, about 50 miles northwest of Kathmandu, on April 25 2015 around 11:46 am. Lamjung is known for its natural beauty with stunning landscapes. Many areas in Nepal face economic challenges and poverty. It is a diverse country with many ethnic groups and cultures which is densely populated. The tectonic activity along the boundary between the Indian and Eurasian plates collided, causing a release of energy that resulted in an earthquake.

How? The Gorkha earthquake hit 7.9 on the Richter scale. The Indian and Eurasian plates move towards each other in a collision, these plates are also responsible for the formation of the Himalayan mountain range. This region is prone to seismic activity due to its location along the Himalayas. The epicenters of the earthquake struck in an area between the capital, Kathmandu and the city of Pokhara. Its hypocenter was at a depth of approximately 8.2 km, which is considered shallow and more damaging. Continued aftershocks occurred throughout Nepal at intervals of 15-20 minutes. Over 38 aftershocks of magnitude 4.5 or greater had occurred in the following day. Even an avalanche on Mount Everest, killing 21 people. Close to the Himalayas you can find sedimentary rocks such as limestone and sandstone, these rocks had been formed over a million of years. You can also find igneous rocks like granite and basalt.

Effect? A lot of buildings, roads and other structures were damaged or destroyed. It had a significant impact on Nepal's infrastructure like schools, hospitals and historical sites. A lot of effort has been made to rebuild infrastructure which can be challenging and time consuming. Many organizations, individuals and volunteers came together to rebuild and restore communities, providing medical aid and to provide support to those affected. Nepal had made significant progress in its recovery. Geophysicists and other experts had warned for decades that Nepal was vulnerable to a deadly earthquake, particularly because of its geology, urbanization, and architecture. Tourism, a vital sector for the country, which has also been recovered. Nepal wasn't fully prepared but it has taken steps to improve disaster systems, drills and training. They have also strengthened infrastructure. The government responded to the earthquake by mobilizing resources and coordinating relief efforts. The government worked closely with international organizations and foreign governments to ensure a coordinated response. Around 8,964 people were killed and 21,992 were injured.

Conclusion: What we noticed while working on our project is that Japan is much better prepared for an earthquake than Nepal because when you look at the casualties you notice that many more people have died in the Gorkha earthquake than in the Kumamoto earthquake even though the score on the Richter scale was close to each other, the effect in the regions was really different which has to do with the preparedness and wealth of the country because Japan could afford safer and more stable buildings and drills and training.

Where & when? The Earthquake occurred on April 14 2016 at 1:23 am in Japan in Kumamoto. Kumamoto is located in the southwestern part of Japan. It is a wealthy and big city in Japan, it is known for its rich history and beautiful landmarks. Kumamoto is densely populated, with many people living and working there.

How? The magnitude of the Kumamoto earthquake was 7.3 on the Richter scale. The cause for the earthquake was the strike-slip faulting at shallow depth, the movement occurred along the boundary between the Eurasian plate and the Philippine sea plate. The plates experienced a sudden release of energy, resulting in the earthquake. After the Kumamoto earthquake, hundreds of aftershocks occurred that continued for several weeks, causing additional damage and making the recovery process more challenging. The epicenter of the Kumamoto earthquake was located in the Mashiki area which is really close to Kumamoto and the hypocenter was estimated to be at a depth of around 10 kilometers. The earthquake was quite shallow, which contributed to the strong shaking felt in the region. The sediment conditions during the earthquake varied across the affected area. Some areas had loose, unconsolidated sediment, while others had more compacted or consolidated sediment.

Effect? During the Kumamoto earthquake in 2016, there were several major infrastructure damages. Many buildings, including homes, schools and historical structures, suffered severe damage or collapsed entirely. Roads and bridges were also affected, making transportation difficult.

After the Kumamoto earthquakes in 2016, various organizations and individuals came together to help the affected people get back to their normal lives. The Japanese government played a crucial role in providing emergency response and support. Local municipalities, non-profit organizations, and volunteers also played a significant role in providing assistance. They helped with cleanup efforts, offered emotional support, and provided necessities like food, water, and clothing to those in need. Many businesses and community members contributed by donating funds, supplies, and their time to help rebuild the affected areas.

The governments and various organizations worked together to provide long-term assistance, including financial aid, housing support, and infrastructure reconstruction. The resilience and unity of the people in Kumamoto, along with the support from various entities, helped Japan gradually recover and rebuild its lives.

Japan has a strong culture of earthquake preparedness. The country has strict building codes and regulations as well as public education and drills to ensure people are aware of safety procedures.

There were 3009 unreported casualties of which 2726 were injured and 273 people have died in regards to the Kumamoto earthquake in 2016. Recovery efforts have been ongoing since the event. While significant progress has been made, recovery can be a long and complex process.

Casualties - Nepal & Japan

Country	Casualties
Nepal	73%
Japan	92.37%

Juliette & Feline

This earthquake took place in Japan on the 11th of August 2009. The earthquake had a magnitude of 6.8. After the main earthquake had happened, there were between the 11th and 13th aftershocks with a seismic intensity from 1 or higher. The epicentre of this earthquake was 26.0 km deep and was located in the Suruga-bay. The provinces affected by the earthquake were Izu, Yazu, Makinohara, Omaezaki, Shizuoka and Iwate.

The plates involved in this earthquake were the Eurasian plate and Pacific plate and possibly the Philippine plate. The earthquake was caused by the movement subduction, which means that an oceanic plate moves under a continental plate.

Japan 11th August 2009

There was one fatality in Shizuoka, and 134 people were injured furthermore there were around 6000 buildings destroyed. In addition to that the shoulder of Tomei Expressway was damaged. Luckily the soil in these provinces is quite strong and sturdy since it is located in a mountain range.

The government was most likely able to do it on its own since the damage wasn't that much and Japan is an developed country. Although I do think that it has taken some time to fix it all I do not believe that it has taken any longer than a year or two. Especially since Japan is a country where a lot of earthquakes happen. To continue on that point the people in Japan know what to do when an earthquake happens which is seen in the amount of casualties.

Indonesia 30th September 2009

The difference between the two countries that we chose is the contrast between the development and GNP. Japan is an illustration of a wealthy and developed country, whilst Indonesia is the complete contradictory. It is underdeveloped and doesn't have a lot of wealth. Still both of them are located in / around the ring of fire. This means that they both have a lot of experience with natural disasters. Japan can afford to improve and restore the buildings agriculture and health, while Indonesia needs help from other countries to provide the help that their people need. Indonesia also can't afford to invest money in making the buildings better and sturdier, or at least not enough.

Japan has most likely also invested in making the buildings that have been designed to withstand earthquakes and tsunamis. Which makes it a lot safer to stay in the building without the dread of it collapsing onto you. The reason why this country is so advanced when it comes to natural disasters is because it is located in the ring of fire (Ring of Fire).

the affected area in Sumatra was not remote but had many areas of accessibility.

Effects and Comparison Earthquakes

JAPAN & INDONESIA

Help from abroad was provided and received positively, aiding in the relief and recovery efforts.

The distance from the epicenter varied depending on location (within the affected region).

epicenter: off western coast near Padang
hypocenter: 46 kilometres deep.

Population density varied across the affected region, with urban centers being more densely populated.

Community preparedness varied, with some areas having established disaster plans and infrastructure, while others had limited resources and awareness.

Buildings ranged from traditional wood and brick structures to modern concrete and steel buildings, with different seismic resilience levels.

in the year 2009, the island of Sumatra, located in Indonesia, was struck by a series of powerful earthquakes that left a trail of destruction and despair in their wake. These seismic events, occurring within a span of a few months, tested the resilience of the communities living in this region and highlighted the urgent need for effective disaster preparedness and response strategies.

The violent shaking unleashed by this quake caused lots of devastation, toppling buildings, bridges and infrastructure. Thousands of lives were tragically lost, and many more were injured or left homeless.

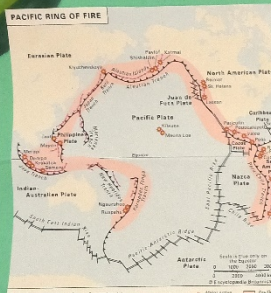
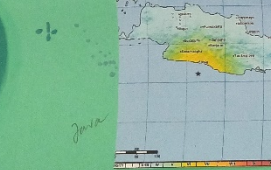


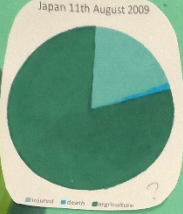
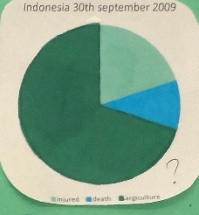
The first earthquake, known as the Padang earthquake, occurred on September 30, 2009, with a magnitude of 7.6. Its epicentre was situated off the western coast of Sumatra, near the city of Padang.

The earthquake struck on September 30, 2009, around 5:16 pm local time.

the time of the earthquake, occurring in the late afternoon, likely influenced the casualties due to people being in many places such as homes, workplaces & schools.

plate movement: subduction, the Australian plate beneath the Eurasian plate.

The area included various rock and sediment types, the ground being sturdy, weak or solid depending on the area.

This poster by Roos Slats and Martina Zelissen, A3B compares Japan and Indonesia.

Earthquakes


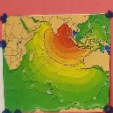

Indian Ocean (2004)

Where?
Northern Indonesia

When?
26 December 2004 at 08:00 am. Many people were waking up or eating breakfast.

Plates and what?
The India Plate and Australian Plate is being subducted beneath the Sumatra micro-plate. This caused a trench in the ocean which created a tsunami and 200 earthquakes. Magnitudes: 9.1-9.3
epicentres: 30km under sea-hypocentres: 160m off bed

more than 140,000 houses were damaged, 4000 schools and 4000 fishing boats. It was in densely populated area. It was not a remote place and it is easy accessible. There was help, an estimated \$13.5 billion was raised by the international community. (UNICEF) People were not able to go back to their houses in short time. The houses had to be repaired. There were 14 aftershocks in between 5.7-7.3 magnitude. The aftershocks took 15 minutes.

The damage ↑

East Turkey (2023)

Where?
East-Turkey epicentre near Turkish city Gaziantep

When?
6th of February at 4:17 am. While people were sleeping.

Why? and plates?
The seismic sequence was the result of shallow strike-slip faulting along segments of the Mid-Sa Taurus, East Anatolian and Zagros-Caradak faults.

Magnitude = 7.8
epicenter = 10 km depth
epicenter = 7.4 km
casualties = over 55,000
There were more than 30,000 aftershocks, and more than 100 aftershocks with magnitude 7.5 or more.

At least 230,000 buildings were damaged or destroyed across 41 provinces in Turkey and at least 10,000 buildings were completely or partially destroyed in northern Syria. In Aleppo around 5,500 buildings were damaged or destroyed, around 700 buildings were not structural repair and 700 buildings were destroyed as a result. It was in densely populated area. In East Turkey and northern Syria. Aid from Turkey and northern Syria. Aid from Turkey and northern Syria. Aid from Turkey and northern Syria.

The differences

The 2004 earthquake caused a big tsunami. The magnitude of the 2004 earthquake was much more. The 2023 earthquake resulted in the loss of 55,000 people. The 2004 earthquake caused the loss of 40,000 people. They are both very far away from each other in location and year.


Above: Felicia Onnes and Isabelle Wielenga, A3B

Below: Lisanne Meek, Eline Groenhagen and Emma Ruinen, A3B.

HAITI & ITALIE

Haiti


Haiti now



The plates slide past each other. Caribbean plate is moving east in relation to North American plate. Two tectonic plates.

The earthquake had a magnitude of 7.0. Large but not huge. Followed by 2 aftershocks 5.9 & 5.5.

Location of the earthquake




The Haitian government with the support of the UN and others provided emergency humanitarian aid to the affected people. They provided shelter, food and other things so no affected people could get by.

250,000 residences and 30,000 buildings in total. 200,000 so you can analyse what the difference between these two earthquakes is quite big. Because of the poor material used to build the buildings in Haiti, a lot of the infrastructure because of the infrastructure in Haiti was already in poor shape.

The earthquake happened in a densely populated area. UN's sent rescue teams and 10,000 troops. Brought water and purification tablets where provided. The UN government allocated 20 million. At least 20 countries provided manpower. Supplies of financial aid to Haiti. It was not easy accessible because it is located in the ocean.

Two million people were left without water and food. regular power was cut off. By November 2010 there were outbreaks of cholera. Haiti still hasn't recovered from the earthquake in 2010 despite billions of dollars being spent in the country. Haiti is vulnerable to earthquakes because they are a weak country.

Italy



The earthquake was caused by the African plate colliding with the Eurasian plate. The epicentre was located 20km north-east of Rome and the hypocentre was underneath it. It had a magnitude of 6.9.

Between 3000 and 11000 buildings were damaged. Transport infrastructure damage in the earthquake affected area was minimal. L'Aquila compares to Haiti was a less damaging earthquake because Haiti is a poor country and has poor material buildings.

Aftershocks triggering landslides and rainfalls causing damage to housing and transport. A landslide and mudflow caused by a burst main water supply pipeline near the town of L'Aquila.

Widespread out and aftershocks hampering some rescue efforts. The number of students at L'Aquila University decreasing since the earthquake.

The earthquake occurred at 03:32 in the morning. The time had a very big impact on the number of casualties because they were asleep. Number of casualties: 3000 people.

The province of L'Aquila is the largest, most mountainous and least densely populated province in Italy. It was accessible early, and it is a densely populated area. The EU released 600 million from its Solidarity Fund to help the people who are around the city.

L'Aquila was declared a state of emergency which led up international aid to the area from the EU and the USA. The EU granted 950 million from its Solidarity Fund for major disasters to begin rebuilding L'Aquila.

Several million dollars in the Province region most of the inhabitants of L'Aquila abandoned their homes, and many were several years to rebuild and financial aid was expected to take approximately 10 years. There was a lot of immediate response for those made homeless, when providing shelter for 100,000 people and 100,000 tents were provided.

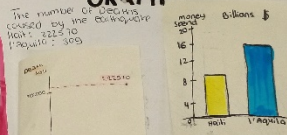
CONCLUSION

There is a big difference in the amount of money that poor countries and rich countries get after an earthquake. Rich countries need less help because the government can assist. Poor countries need more help because they are a weak country. You can see there is a big difference in damage in 3000 buildings or 10000 people. Because the buildings are made of bad material which in Haiti countries are made of bad material so they can collapse more easily.

The city L'Aquila was totally damaged and when it was rebuilt because of the densely populated area. The same city is densely populated and Italy also has a very densely populated area. L'Aquila was rebuilt with several years with help of the money from the EU. Solidarity fund was everything was rebuilt and became more densely populated again.

GRAPH

The number of buildings damaged by the Haiti 2010 earthquake: 300,000
The number of buildings damaged by the Italy 2009 earthquake: 10,000 - 15,000



The amount of money that was spent to rebuild the area of the earthquake in Haiti: 10 - 15 billion \$
Italy: 10 billion \$

ART – 3TTO

The last edition of the MOTTO had a still life painting on the front cover, made by Florence van der Heijden, A3A. At that time not all the classes had finished with their paintings.



All the pupils were very creative in producing semi-abstract still life paintings of food, as you can see by the few examples shown below.

However before they let loose with reality, they did have to draw some realistic studies as preparation!

An example of such a study is here by Yara Al Akhras, A3A.

Nienke Cardon, A3B.



Valerie van Acker, G3A



Above: Jia Minnaar, A3B.

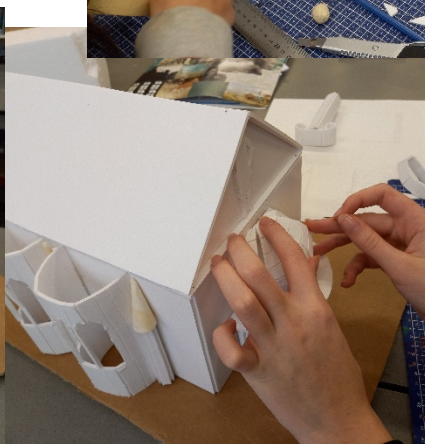
Below: Felix Rademaker, A3A.

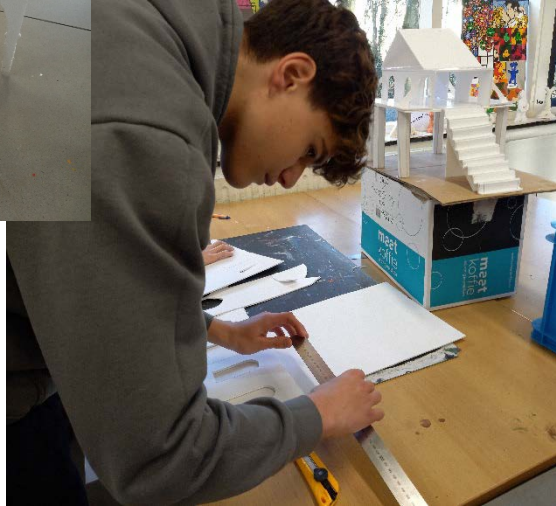
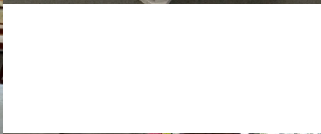


CKV – 4V TTO

For the cultural discipline Architecture, 4V TTO students constructed maquettes. The theme was to come up with a design incorporating a variety of architectural features from different styles across the ages.

There was some fun merging of Gothic and Renaissance architectural features with more playful formal aspects creating a post-modern 'look'.



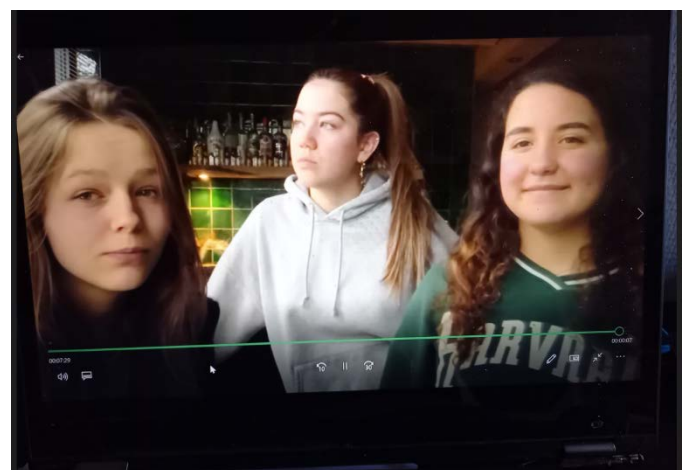
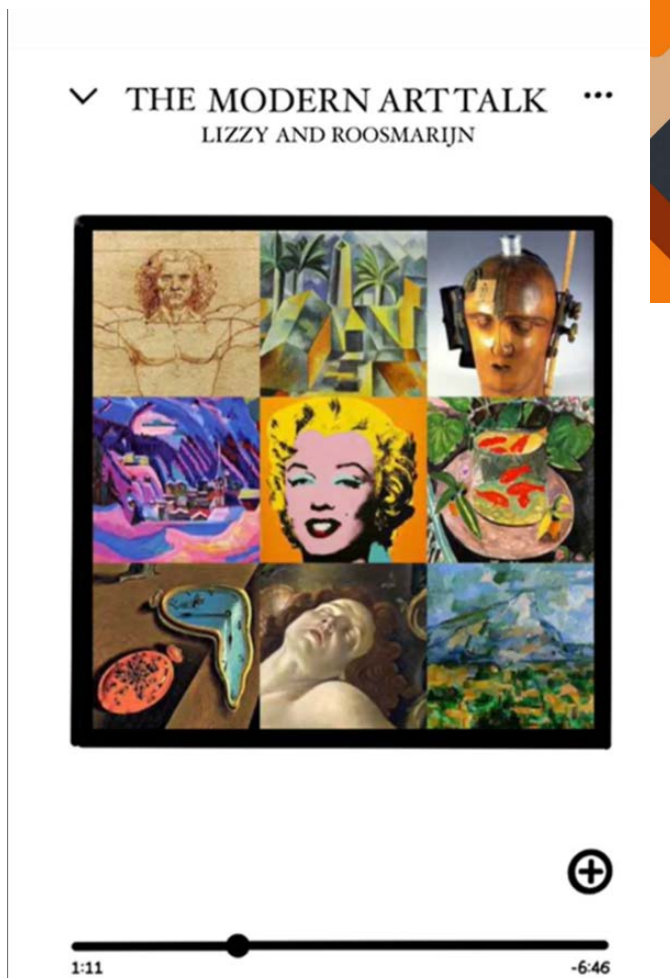
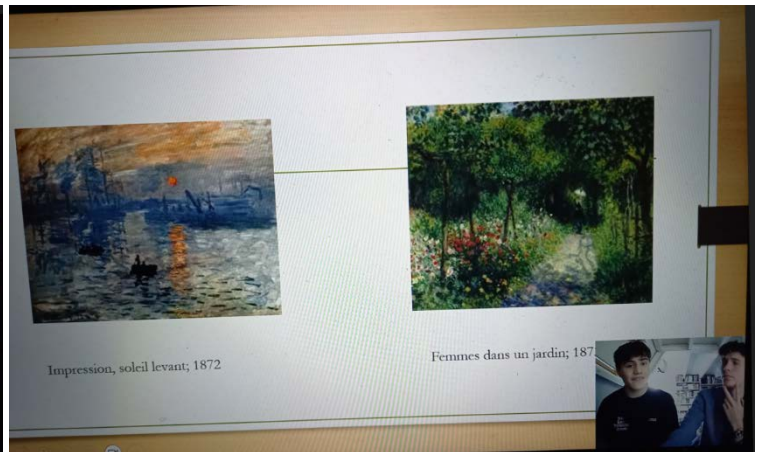
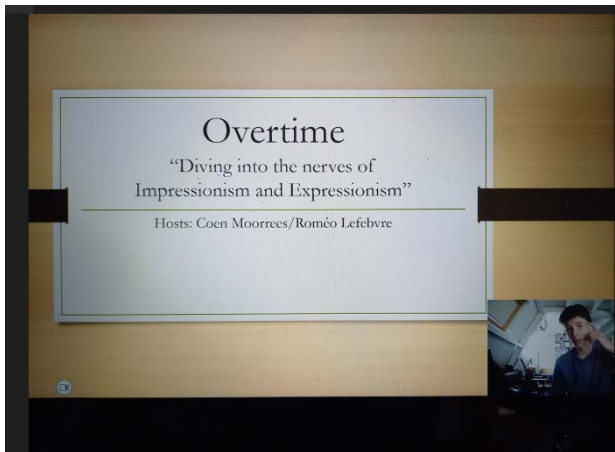


CKV – 4TTO continued ...

The CKV students continued their streak of creativity with some amazing Vlogs and Podcasts. This was reflecting on the discipline Fine Art and specifically Modern Art movements.

They all really did try to capture the style and mood often seen and heard on such platforms.

Well-done; clever and entertaining. Some of you could easily start your own Vlog or Podcast. Special mention to Annaïs van Veen and Frederieke Spruijt for their captivating vlog: **10**.



Zoia Frigerio, Kyla de Boer and Louise Hoekstra.