

## Parents and Teachers' Guide

by Nōnen Títi  
[www.nonentiti.com](http://www.nonentiti.com)

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### *Lohland*

Kaie has grown up with the knowledge that global warming is ruining this future, that being different at school means your brain is not working right, and that another six years of school and good grades are the only road to success. When his parents decide to move to Lohland, which lies below sea level and where living and learning are different, he decides to do everything in his power to make them change their mind. But once there, he begins to see that not everything is the way he learned it and that there are plenty of things young people can get involved with to help prepare for the future.



## Thank you for choosing *Lohland*

The objective of the book is to help the reader understand

1. that diversity comprises more than social, cultural, ethnic, gender, religious or orientation preferences. Diversity of how we deal with information (our personality) is inborn and responsible for all our clashes and misunderstandings, as well as for our learning and communication styles.
2. that people who are immersed in a culture are often unaware that they take the essential beliefs, morals and truths that are ingrained in it as self-evidently correct and use it to judge others.
3. that climate change, and all other possible global disasters young people are faced with today, can be reframed by focusing on what they can do to help; to design and develop a different, but equally valuable, way of living.

This second edition comes ten years after the first, but as this is a story about people and cultures, this does not impact its relevance – if anything, some of the issues are more relevant today than they were then. The only major changes are the accessibility of smart phones and the prevalence of social media, but that is something you could ask your students to incorporate in a creative adaptation.



### Nōnen Títi, short bio

I began my career as a nurse in physical and mental healthcare and midwifery. I worked as a special care nurse in a children's summer camp, and as a Montessori teacher when I raised my own two children. I acquired my BA in philosophy from the University of Otago at a mature age. My special interest is our natural psychological differences (personality types), which I have studied and written about for twenty years. Besides my non-fiction books on this topic, all my fictional stories are based in these innate human differences. Each character is a unique person and all problems are a result of personality clashes between them. I live in Wellington, New Zealand.

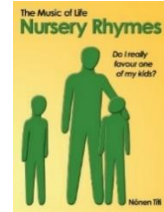
## Contents

Resources	3
<i>Lohland</i> Themes	4
For English and Creative Writing	5
Character List	6
<i>Lohland</i> Plot Summary	7
Classroom Discussion Ideas	9
Activities	11
Types and Classroom Diversity	12
Further Research	13



## What I offer

A free eBook copy of *Nursery Rhymes*, which is the descriptive guide for understanding the personality types of children. This will give you an idea of the types of your students.

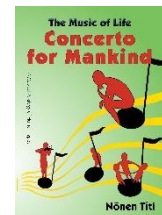


The book (Lohland) contains a list of websites for research, especially those sites that are relevant to the discussions of the environmental, engineering and architectural topics discussed, which you can find on page 13 of this kit.

All other resources in this kit may be copied for classroom use.

## Suggested reading

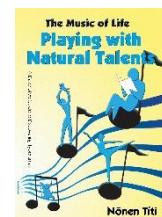
For a step-by-step explanation of the psychology, presented as a musical analogy, I recommend *Concerto for Mankind*  
Buy from [www.copypress.co.nz](http://www.copypress.co.nz) or as eBook from [www.meBooks.co.nz](http://www.meBooks.co.nz)



*Playing with Natural Talents* is the printed version of the free eBook (*Nursery Rhymes*), and comprises, in addition, three other perspectives to discovering people's types:

1. *Musical Complement*: friends, partner or self
2. *Sentimental Journey*: parents and guardians (looking back)
3. *Whistle While You Work*: colleagues and best fit job for talents

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## *Lohland Themes*

**CLIMATE CHANGE:** The difference between climate change and global warming. The book intends to give young people a sense of what they can do to help create their future rather than being afraid of it. The protagonist gets interested in engineering and architecture, both in relation to living with rising sea water levels.

**HISTORY OF NEW ZEALAND AND THE LOW LANDS:** This theme is only loosely described, mostly with regard to the Golden Age of discovery and Abel Tasman, so that it can provide an opening for more in-depth discussions.

**CULTURE SHOCK:** With the understanding that different personalities have different preferences and needs, and that all parents and teachers have the best in mind for all children, Lohland presents a different culture to that what most students will be accustomed to. This includes education and the family unit, which the protagonist, who is naturally conservative, has a lot of trouble accepting. Likewise, some readers will feel more or less comfortable, and exactly because of that does it provide a platform for a whole range of insights and discussions about societies and learning.

**CALENDAR:** The history, requirements and value of having a universal calendar, considering celestial, cultural and social aspects. Years and birth dates are important in this story, because they all change in Lohland.

**HEALTHY PERSONALITY DIFFERENCES:** The story criticizes the ease with which children today are labelled and medicated for being different than the accepted ideal, but it does not put blame with either parents or teachers; it merely looks to create awareness of these inborn differences. Personality types are not caused by ethnic or cultural influences and not by gender, hormones, brains or genes. Environments cannot change a personality, but they can make a person feel unhappy with their inborn Self, which can result in mental health problems.

### **FOUR STAGES OF TOLERANCE**

These are presented in relation to personalities, as well as to climate change, lifestyle and education.

1. **Ignorance:** Simply not knowing something, such as personality type differences, homosexuality or climate change, and assuming the right to judge others by our own standard.
2. **Knowing:** Having learned something as fact, like that people are different, but without personal experience, so that we might still feel that others should change.
3. **Understanding:** Putting it in perspective. Accepting that people and situations are not all identical and imagining what we (with our personality) would do in their shoes.
4. **Tolerance:** Accepting people who are innately different for who they are, even if that clashes with our own sense of right and justice, and understanding that, although we can never crawl into another type's perspective, we *can* overcome our natural resistance (and fear) by sharing feelings and experiences.



## For English and Creative Writing

**THE PURPOSE OF FICTION:** Where non-fiction can give us factual information and knowledge about topics, fiction allows the reader to look from the perspective of the characters and to understand their motivations. As such, it can play an important social role in contributing to tolerance.

Lohland is a fictional state, but located in a real environmental location and all engineering and architectural descriptions are factual, as are the aspects of the educational approach.

**FIRST PERSON PAST:** The story is written in the past tense, and presented as the protagonist retelling his recent experiences. This allows him to reflect and to break the 'fourth wall' when he talks directly to the reader, as in "Did you ever feel stupid before? I did..." and allows foreshadowing, when he mentions "I turned out to be wrong, but that was later".

The first person allows me to focus on motivations and misunderstandings, and as there is only one point of view character, the reader only gets to see or hear what Kaie does and has to judge people and situations accordingly.

But it would make a great exercise for students to try and rewrite scenes into the present tense, the third person or as an omniscient narrator, and see what changes.

**METAPHOR:** In this book, I use a mix of similes, analogies and metaphor, such as looking through different lenses, speaking a foreign language, ants, eyebrows, stepping stones, and the Earth's climate. In addition, I often use music to explain the personality type differences in people, but any topic that deals with information can be thus used, so that you could ask the students to come up with their own analogies, similes or metaphors. Yet, beware that some types take more naturally to this kind of symbolism than others.

**CREATIVE NARRATION:** The story changes from mentioning that Kaie only speaks English to that he is speaking Dutch, but the reader does not notice when that happens, because the book is in English. The book highlights some other differences.

Lohland is a fictional state, and has been called utopian. However, we have to remember that different types of people have different ideals, so that what one considers utopian, may for another lean towards dystopian. In any case, I would ask the students to write their own ideal state in a story.

**THE COVER:** Six of the images behind the character on the cover are those of projects described in the book: the pencil building and the cube houses in Rotterdam, a generic windmill, the statue of the throwing of the hand after which Antwerp is named, and two of the water engineering projects: the Maeslantkering and the Oosterschelde Dam. Two other buildings are the illustrator's interpretation of the commune in the story, but have no other significance.



## Character List

### In New Zealand

**Kaie Hamilton** (13)

**Annemarie and Graig**, his mum and dad

**Jackie** (9) his sister

**Connor** (5) his brother

**Danny**, Kaie's friend, whose parents are divorced.

**Jeroen and Wouter**, Kaie's Dutch uncles, who visit them for a fortnight

**Mr Goode**, the history teacher

**Miss Winkle**, the school counsellor

### In Scotland

**Grandpa and Grandma**

**Killian and Adair**, Dad's brothers

**Eleanor** (13), Kaie's cousin, who is exactly one day older

### In Lohland

**Joost and Willemijn**, Kaie's grandparents

**Michiel and Laurens**, two of Mum's brothers

**Heiko** (18), **Madelijn** (21), **Katelijjn** (16), some of Kaie's cousins

**Jouke** (13), the cousin who is exactly one day younger

**Wanja and Kathinka**, the elders of Kaie's first commune

**Massoud and Birgül**, the elders of Kaie's second commune

**Yakov**, the patron of the teen home

**Moyenna**, the principal of PME

**Vitalis, Brahim, Lex, Volker, Sjors and Sjefke**, who share the teen home with Kaie and Jouke

**Paulette, Frederic and Pascal**, who live next door

**Carlotto, Monique, Leah and Adriaan**, the other PME monitors

**Arno**, Kaie's friend, who lives in a different community

**Dennis**, the group-five-student who introduces Kaie to PME

**Mattie**, the group-five-student in charge of the maths room

There are many more characters in this story, too many to name them all.

From the names, it may be obvious already that Lohland is a multi-ethnic community, and I deliberately do not say "multicultural", because these people, with all their different backgrounds, have together created a new culture they all share.



## *Lohland – Plot Summary*

The protagonist of Lohland is Kaie and the story covers about seventeen months of his life, from when he turns thirteen until he has been in Lohland exactly one year. – As said above, apart from smart phones, social media and the year on the calendar, which is mentioned only once, nothing in this story would change if it were set in this decade instead of the last.

The book is divided into ten chapters, of which only the first has an English name. Throughout the story, the Greek names of the other chapters are explained and translated by the narrator, one at the time.

Chapter one (Lucky): Kaie is an intelligent and introverted boy, who takes on more responsibility than is usual for someone his age, due to his somewhat dysfunctional family. Nevertheless, he does fine in school and his main concern is to pretend that all is well to outsiders, like his friend Danny, who considers Kaie very lucky for having his big house with a pool.

However, when Mum's brother and his partner come over for a two-week visit, their 'secret' can no longer be maintained, and Kaie overhears a conversation that makes him realize that his parents are on the brink of divorce.

After Kaie quarrels with his new history teacher, who calls him ignorant for a mistake in his assignment, the school counsellor suggests he must be autistic, and, because his two siblings are already diagnosed with disorders, a social worker comes to assess the home situation.

This is the last straw for Mum, who calls her brother in Lohland for help. Uncle Jeroen tries to explain to Kaie that there is nothing wrong with any of them, that it is normal for people in one family to have different personalities. But at this stage, those are only facts and Kaie is only thirteen.

Chapter two (Neos Kyklos): Instead of the divorce he expects, Kaie learns that his parents' solution to the problems is to move to Lohland, which is an independent state in Europe, where they will have less luxuries, speak a different language and have different celebrations. No matter how much Kaie tries, he cannot change their minds, and then decides to hate everything about this move.

Before they arrive in Lohland, the family spends a month in the highlands of Scotland to visit Dad's family. While one uncle warns Kaie that Lohland lies below sea level in a time when the Earth suffers from global warming, another uncle argues that there is nothing wrong with the Earth and that climate change is a natural process.

At the end of the chapter, the family travels to Lohland. Kaie scorns the idea of a city state, worries about the language and notices that some of the land, indeed, lies lower than the rivers. They arrive at the new year's celebration (which for Lohland starts the day after the Summer Solstice), and although his new relatives seem nice, Kaie vows he'll never get used to their tiny new home.

Chapter three (Hēlios): Kaie is expected to start school (called PME) the day after their arrival. He does his best to be polite, and to learn the system, but he also jumps to conclusions and after a few misunderstandings he does the same as he did at home: he decides to hate it all.

Chapter four (Kosmos): The whole family has trouble adapting to their new life, but after Kaie talks to his grandfather, who explains the history of the commune to him and asks if there is not one thing Kaie does like, Kaie admits that he likes the architecture.

Chapter five (Aēr): Although the kids begin to adapt, Mum and Dad have more problems, for which the solution, once again, comes with moving, but this time it will be Kaie moving, since the teenagers of Lohland do not live with their family; they live in teen homes. Initially Kaie objects to the idea, but he soon makes some new friends.

Chapter six (Petra): Kaie still likes the idea of living like “normal” people outside of Lohland, but he also realizes that he has a lot more freedom than he did before. During a visit, Kaie ‘falls in love’ with the capital of Flanders and its ancient buildings, and he admires the modern architecture of Rotterdam and the latest engineering project to protect that from climate change induced storms.

Chapter seven (Bios): With his fourteenth birthday approaching, Kaie suddenly finds that most of the kids he considers his friends are going through a rite of passage (maturity) he cannot partake in because he has not been in Lohland long enough yet. His first response is to hate it all again, but he is called on his anger and changes his attitude, after which his new family celebrates his birthday with an outing.

Chapter eight (Hydōr): Kaie looks forward to the time he’ll get a guide – which is related to his own rite of passage – but when this guide turns out to be the uncle he does not get along with, he becomes desperate enough to try and run away to Scotland. He gets caught, but only once he finds the courage to go back to the elders and apologize, can he relax again.

Chapter nine (Genos): Kaie finds himself in trouble once again when he is falsely accused. While a tribunal at PME is looking into this, Kaie’s uncles take him out to Zeeland, where he learns more about the engineering works and the history of the province after which New Zealand was named.

Chapter ten (Pyr): When Connor goes missing during a violent storm, Kaie and his cousin, Heiko, go to the beach to look for him. But when Heiko breaks his arm, Kaie has to make the call on how to keep them both safe and get help. Once back home, one of the elders has a heart attack and dies. In the aftermath of this, Kaie learns a bit about his mother’s childhood and reflects back at the problems he used to have. He now begins to understand how personalities can be different. The story ends with Kaie preparing for the new year celebration in Lohland and looking at ways in which he can help prepare for a future of living with rising sea water.





## Classroom Discussion Ideas

I have included some suggestions for activities and discussion topics, but as their teacher you are the best person to choose which are the most suitable and how to present that. The thing to keep in mind is that people are psychologically different and that this is as inborn as is gender and, therefore, that there are no right or wrong answers.

- Chapter One is called Lucky, and Danny repeatedly expresses his envy of Kaie's life. Do you think Kaie's family is lucky? What do you think of the responsibility Kaie has at the start of the story?
- Kaie's family is a little dysfunctional. What do you think is the reason for that? What is your definition of normal? Where do you think this definition comes from?
- Once the social worker has been to the house, Mum and Dad thank Connor and Jackie, but not Kaie. Why do you think that is? Why do you think Dad says that it might have ended differently if they'd lived in a different neighbourhood?
- Mum and Dad have a fight over Jackie, because Mum thinks she should learn to fit in and Dad says Jackie would not behave like this if she was happy. Who do you agree with? Do you think Jackie should change her inner nature? Is that different from asking somebody to change the colour of their skin or their gender?
- In Scotland, Uncle Killian uses the term "moods" when talking about the changing climate, and he says you cannot cure what is not an illness, but Uncle Adair says global warming is abnormal and must be cured. This mirrors what happened to Kaie. He was called autistic for being an introvert. His natural personality is not an illness, but the counsellor wanted to cure him. What do you think of that?
- Lohland is essentially a different culture and it has different laws and expectations, but the members all have a different religious and ethnic background. What then is a culture? Is a culture the same thing as a society?
- Different customs can cause confusion, like when Kaie uses the decimal point, where in Europe they'd use a comma. Another custom is the use of capital letters for the days of the week (and words like Dutch, English or Uncle), which is not normal in the Dutch language. Can you think of other custom differences?
- Mum got "more than she deserved" for stealing, when she was young, but what do you think about Kaie not being punished? Is he not being punished?
- Kaie tells Mum he does not want a fuss for this thirteenth birthday, but when his fourteenth birthday threatens to be forgotten, he suddenly feels quite upset about that. Do you think he is being unfair?
- Kaie runs away and forgets that telephones exist. He also mentions that he feels as if Lohland is an island and the rest of the world far away. Would that be different today, with smartphones?
- What do you think of the idea of a rite of passage? Do you think there is a need for kids to learn about their personality and how it differs from others? Do you think it better if there was an official time where you'd be considered responsible for yourself in every aspect?

- In PME there are three fields of study: The Physical Universe, the Social World and Creative Intelligence. These reflect the natural ways people internalize information. The details of these subjects are not explicit in the story or it would have become a lesson plan instead of a story. What do you think about the Lohland system? Would it suit your personality? Do you have a different proposal?
- Moyenna uses the analogy of a fast moving river and says that Kaie needs to be sure to be ready to take the next step and not compare himself to standards or other kids. Do you think life or school should be a competition?
- Jeroen says that Connor's body, Kaie's mind and Jackie's soul need to be free. This refers to the different types of people, as represented on the Lohland calendar. Can you see where your own natural learning and communication style fits in this? Are you a mind, a body, a heart or a soul person?
- Try and define the following words and come up with examples: *ignorance, knowledge, understanding, tolerance, experience* and *perspective*.
- Kaie gets stressed if things are not planned; he needs to be prepared and he likes to stick with what is "normal". Other people thrive on adventure and surprises. Mum was scared of Wanja, because she believed him unpredictable, but Jeroen says he was never scared of Wanja, because Wanja was very predictable. Is predictable according to what is "normal"?
- Kaie reasons that if rules are stupid, he is justified in ignoring them or to consider the people who make them as stupid. But Jackie cannot ignore the reactions of other people even if she cannot follow their rules, and Mum does not think the rules are stupid, but the people who do not follow them are. Do you think rules should be followed simply because they are that?
- We see Connor using body language to attack others with. Most of his victims are smaller than he is, and he justifies his actions using that. Why do you think he does that? How does Wanja respond to Connor's behaviour? And why does Connor stop after that?
- You have no doubt heard about tolerance and that we must respect differences. Does "tolerance" mean different tastes of music and hobbies? Does it include accepting different cultures, religions and orientations? Does it include accepting how people look and behave? Does it include accepting people's different feelings and beliefs? Does it include people having a different sense of justice and of right and wrong?
- What do you think about the architecture and engineering projects that are going to help people live with rising sea water levels? Would you like to get involved in creating some of that? Would you like to get involved with organizing a different social system to help people live closer together?
- The teen homes each have a different 'type' of children. Kaie classed them as *a noisy order, a noisy mess, a quiet order* and *a quiet mess*. These correspond to the four types of personalities mentioned on page 12. Where do you think you would feel most at home and why?
- Did this story help you change your mind about things? Did it help you understand yourself or others better?



## Activities

### PROJECT PREFERENCES

Take a topic for a project – maybe a climate change related architectural or engineering topic – and allow the students to pick how they will study and present it: alone or in a group, oral presentation, acting, physical models, computer models, written essay or report. This will give you an indication of their type and will allow them to study and present according to their own learning style.

### DESIGN A COMMUNITY

Whether through creative writing or creative design, ask the students to imagine their own ideal living community, both in lifestyle and governing. What would they change from what they have now? Why would they change things? Note that some types of students have more trouble imagining a situation they have not experienced.

### WHAT WOULD YOU DO?

Get blank cards. Ask each student to create one scenario they have faced on one side of the card, and write WHAT WOULD YOU DO? on the back, so you create a card set with as many scenarios as you have students (or more, if you wish) and ask them to discuss or write about it, or draw cards randomly for group discussions or for acting out. The topics could include culture shock, a different language or being in trouble for taking money, like Kaie has.

### NEW YEAR OR CHRISTMAS SURPRISES

Kaie's family exchanges gifts on New Year in a similar way as that what is usually called Kris Kringle, but, instead of real presents, the gifts are craft works made of recycled material with a rhyme, riddle or rebus attached that signifies the receiver or something they did. This is something that can make such a celebration fun without worrying about costs and you could have a rule that forbids nasty jokes.

### CALENDAR

Asking the students to design their own calendar (and possibly live accordingly for a week) not only makes for a fun and creative project, but requires them to use maths, social and cultural considerations and much more. Maybe they can come up with new ideas for celebrations – What would they celebrate today that is not currently an option? Or have them make a calendar for the coming years and check all the dates for the equinoxes and solstices and the full moons. What about daylight saving in the other hemisphere?

### CLIMATE and TECHNOLOGY

Design a timeline going as far back as possible through geological time and record warming and cooling periods and their effect on life on Earth. Now make a timeline of technological developments and one about social values. What changes faster? This book was written a decade ago. Did the Earth change in a decade? Did the technology? Did the moral beliefs?



## Types and classroom diversity

Each person is born with different information filters (mental functions) that are responsible for their natural talents, non-verbal language, natural empathy and manner of reasoning. For learning, this influences their topic of interest and whether they are more practical or theoretical, more factual or conceptual, and how fast they learn new ideas. These filters result in different types of people, which I describe here. More detailed descriptions can be found in the provided eBook (*Nursery Rhymes*) and other resources.

**Extraverted (E)** types participate in the world; they relate directly to the object, get their energy from people and things, and consequently socialize easier, and they like to work together.

**Introverted (I)** types observe the world; they relate subjectively, get their energy from being alone, and consequently get tired from being at school, and they like solitary study.

**Judicious (J)** types naturally direct others to get what they want or need; they can be judgmental.

**Persuasive (P)** types naturally inform others of their needs; they can be manipulative.

Both experience each other's values and natural responses as an insult, yet both are equally valuable to society.

**EJ** children internalize both physical reality and the social values of their environment, and are obedient, chatty, naturally polite and conscientious. They tend to have plenty of friends, be in school committees, and may come across as the ideal students. However, they expect the world to be as they see it and dismiss other views. This makes them prone to being expressively judgmental and to excluding others.

**EP** children internalize physical reality, but not social values. They have to react to their environment, but consider rules an option. They may be somewhat impulsive and often can't sit still (which does *not* make them ADHD). Some communicate mostly in body language, while others are linguistically fast and can outtalk anybody. They may thus be difficult students to keep in check, but they are also non-judgmental and many have an underlying insecurity that does not surface, but is very real.

**IJ** children internalize social values, but not physical reality. They tend to be quiet and compliant, but they are also highly sensitive, often to noise and electronics, and their natural need for perfectionism can cause them all kinds of stress, which may express physically, or as insecurity, awkwardness or arrogance. Whatever labels are given them, these are simply introverted children who need to feel safe before opening up.

**IP** children internalize neither physical reality nor social values, and are usually easy-going, as long as they are not pushed. They can be insubordinate, but quietly so, and are either very good with their body, technology and non-verbal communication (causing them labels like ADD) or very intellectual and introspective (causing labels like autism). They are simply introverts. They tend to be self-motivated learners and will do fine if you give them space.



## For further research

I include this list of internet sites, accurate to the date I submit this to the publisher, many of which feature the projects discussed in the book. Most have a button to change from Dutch (NL) to the English language.

**[www.abeltasman.org](http://www.abeltasman.org)**

*Website of the place of birth of Abel Tasman and the museum there. This site has everything you wish to know about his journeys, his arrival in New Zealand and extracts from his ship logs.*

**[www.architectuur.org/blom.php](http://www.architectuur.org/blom.php)**

*Website of Dutch architectural society. The page is dedicated to the architect Piet Blom. This is only in Dutch, but as soon as you open the link, there is a great photo of the cube houses.*

**[www.deltawerken.com/Deltaworks/23.html](http://www.deltawerken.com/Deltaworks/23.html)**

*Anything you want to know about Dutch water and engineering projects, current and historical, climate and ice ages, floods and designs.*

**[www.galinsky.com/buildings/cubichouses](http://www.galinsky.com/buildings/cubichouses)**

*Pictures and descriptions of the architectural views of Rotterdam, including the cube houses and the Pencil.*

**[www.government.nl/topics/delta-programme](http://www.government.nl/topics/delta-programme)**

*This is the latest plan for coping with the rising waters. The plans are extensive and allow for different scenarios.*

**[www.history-nz.org](http://www.history-nz.org)**

*Anything you want to know about New Zealand history from Gondwanaland up until today. This has articles on Tasman, including journals of his discovery.*

**[www.kinderdijk.com](http://www.kinderdijk.com)**

*Everything you want to know about the area that still has its windmills along the riverside.*

**[www.urbangreenbluegrids.com/projects/amphibious-homes-maasbommel-the-netherlands/](http://www.urbangreenbluegrids.com/projects/amphibious-homes-maasbommel-the-netherlands/)**

*For images of the floating homes Arno went to stay in. When this book was first published, this was quite a new thing. Now, for the second edition, floating homes are becoming very popular in The Netherlands, and even floating suburbs.*

**[www.muzeem.nl](http://www.muzeem.nl)**

*This website is that of the maritime museum in Vlissingen – where Kaie spent the night with his uncles – of which the architecture is from the Golden Age.*

**[www.neeltjans.nl](http://www.neeltjans.nl)**

*All about the fun park and exposition at the Oosterschelde dam; it has photographs and maps.*

**[www.theafsluitdijk.com](http://www.theafsluitdijk.com)**

*All about the longest dike in the world that closed off the inland sea and which Kaie is going to visit with Arno and Madelijn.*

**[www.waddenzee.com](http://www.waddenzee.com)**

*All about area between the continent and the islands where Madelijn, Kaie and Arno will go mud walking.*

**[www.waterland.net](http://www.waterland.net)**

*Site of the Dutch water management authority deals with all water-related subjects that are current, like global warming. It has photographs, including a beautiful aerial photograph of the 'Maeslantkering'.*

**[www.watersnoodmuseum.nl/en/](http://www.watersnoodmuseum.nl/en/)**

*Lots of information about the 1953 disaster and everything else to do with the Deltaworks.*

