



# THE BLAZE

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Dear Parents

It never ceases to amaze me how quickly the second semester seems to pass by following the Winter Holiday, compared to the first semester, and so, here we are again, and on Monday we will be into February with Chinese New Year just two weeks away ... perhaps it is simply a function of my advanced age, with each new day a proportionately smaller fraction of my remaining time! As Snakes, time is certainly quickly slithering away on our year atop the celestial calendar, with the horses galloping up to take over the reins for the year ahead! So, please do be sure to take note of the announcement further on in Blaze outlining our plans for the upcoming Chinese New Year of the Horse celebrations, including a temple fair and lion and dragon dances.

All parents should have received student progress reports last Friday. Please do contact your children's teachers (or principal) if you have any questions or concerns. All parents should by today have also received their child/ren's annual health screening results, with Secondary students assessed this past week. If you did not receive results, or have questions, please contact Nurse Hongman at [Hongman\\_Zhang@istianjin.org.cn](mailto:Hongman_Zhang@istianjin.org.cn)

At the Board of Governors meeting on Wednesday night, the Board endorsed all of the strategic goals shared in the recent community survey (along with several other goals), and we will begin formally mapping out our strategies, action plans, and success criteria over the coming months. A couple of goals (e.g., Community Curriculum) will ideally require some parental participation in the planning process, and I will soon reach out to see whether or not any parents are interested in joining a given committee. I also want to thank the many parents who made constructive suggestions for areas that the school might also attend to, and these were also discussed. I will be sure to raise some of the suggestions at the next PFO meeting for further feedback.

While on the topic of parental engagement, the Board also discussed other ways in which we might be able to further engage parents and take advantage of the many amazing skills and talents that our parents possess, as well as opportunities that they might be able to extend to our students and school. Examples might include

- **Co-Curricular Activities:** If you have a particular skill (e.g., champion ping pong or badminton player; Kung Fu Master; fashion designer; language, music or dance teacher; etc.) and would be willing to share your expertise, in a CCA or possibly by visiting a class, we would love to hear from you! Please contact Ms. Guo Ying in the Activities Office at [Ying\\_Guo@istianjin.org.cn](mailto:Ying_Guo@istianjin.org.cn)

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- **2026-27 Musical:** If you would like to help with the musical (make-up, costuming, choreography, etc.), please just let us know. You can contact Ms. Alosi at [bec\\_alosi@istianjin.org.cn](mailto:bec_alosi@istianjin.org.cn)
- **Student Interns:** If your company has the capacity to host a current senior student or recent graduate on some sort of internship over the summer months (could be two weeks to two months), we are looking at how we might be able to assist students interested in experiencing such real world, professional opportunities. If you think that your company might be able to support students in this sort of unpaid, short-term professional experience, please feel free to contact me at [steve\\_moody@istianjin.org.cn](mailto:steve_moody@istianjin.org.cn) or our CAS and Community Curriculum Coordinator, Ms. Bekkenk, at [wendy\\_bekkenk@istianjin.org.cn](mailto:wendy_bekkenk@istianjin.org.cn)

I wish you all a wonderful weekend!

Steve Moody  
Director







## International School of Tianjin Scholarship Program

The International School of Tianjin (IST) is excited to announce its scholarship program for students in their final two years of school. This initiative serves two key purposes:

1. **Support for Current IST Students:** We offer exceptional educational opportunities to talented students facing financial challenges.
2. **Enrichment for Non-IST Students:** We welcome talented non-IST students to enhance our diverse community and the quality of our IB Diploma Programme.

### Scholarship Details

#### Types of Scholarships

Scholarships are available for students entering Grade 11, with awards lasting up to two years:

- **Full Scholarships:** Cover all tuition and capital fees for Grades 11 and 12.
- **Tuition Scholarships:** Cover tuition fees only for Grades 11 and 12.
- **Bursaries:** Cover half the tuition fees for Grades 11 and 12.

#### Benefits

Students in the scholarship program will receive an excellent education, culminating in the IST High School Diploma. As an IB World School, students also have the chance to earn a full IB Diploma, *recognized by top universities worldwide*.

#### Selection Process

Each year, up to three scholarships or bursaries may be awarded to current IST students, with an equal number available for non-IST applicants. The selection includes:

- **Examinations**
- **Formal Interviews**
- **Final Decision by the IST Scholarship Committee**

#### Criteria for Selection:

- **Academic Excellence:**
  - Current IST students must have honors/high honors in at least 2 of the last 3 semesters.
  - Non-IST candidates should be in the top 25% of their class.
- **Community Contribution:**
  - Active involvement in CAS activities.
  - Promotion of the IB Diploma Programme.
  - Leadership within the school community.
- **Financial Need:** Consideration for current IST students needing financial assistance. (Non-IST students **DO NOT** need to demonstrate financial need.)

#### Eligibility

Students of *all nationalities* are encouraged to apply. Current IST students with financial difficulties can apply, but families may receive only one full scholarship at a time.

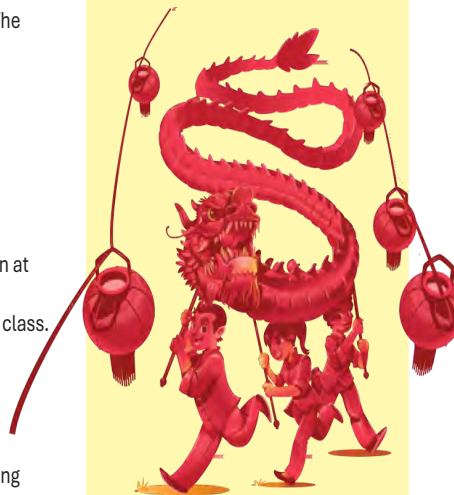
A strong command of English is essential.

#### Application Process

To apply, candidates should request an application package from the school.

#### Key dates:

- **Application Deadline:** 3:30pm, Friday, February 13, 2026
- **Scholarship Examinations:** Saturday, February 28, 2026 (9:00am–2:30pm)
- **Interviews:** Around March 4, 2026
- **Award Announcement:** Late March/early April 2026





## Required Documents

### From the Student:

- Personal statement covering your interests and reasons for applying.
- Previous two years' report cards from your school. (Including IST students)
  - Certificates for any honors or awards received.
- At least two character reference letters (non-family).
  - IST students do not need a character reference but should give the names of two teachers who agree to support the application.
- Any other relevant details.

### From the IST Parent (if applicable):

- A formal letter explaining financial circumstances.
- A letter from an employer stating that tuition is not covered by the company.
- Non-IST students **DO NOT** need to demonstrate financial need.



### Application Fee

A **2,000 RMB** application fee is required, with the following conditions:

1. **Refunds:** Full scholarship recipients or those not awarded a scholarship will receive a complete refund.
2. **Tuition Scholarships/Bursaries:** The fee will be credited towards the standard application fee.
3. **Declined Offers:** Candidates who decline a scholarship offer forfeit the fee.

## Scholarship Selection Process

### Application

To apply for a scholarship, students must submit the **Scholarship Application Form and Fee by 3:30pm on Friday, February 13, 2026**. This form collects personal details and educational history.

### Important:

- Attach all required documents (see 'Required Documents' section).
- Incomplete or late applications will not be considered.

### Examinations

Exams will take place at the school on **Saturday, February 28, from 9:00am to 2:00pm**. Students will complete three papers:

1. **Mathematics** (9:00am–10:30am)  
Focus: Mathematical skills and problem-solving.
2. **English** (10:45am–12:15pm)  
Focus: Reading comprehension and essay writing.

### 3. Science (12:30pm–1:45pm)

Focus: General problem-solving, logic skills, and scientific writing (not based on specific course content).

### Interview

After the exams, selected candidates will be invited for an interview with the selection panel, which includes the Director, Secondary Principal, Diploma Coordinator, and IST Board of Governors members. Discussion topics will include the student's potential contributions to the school and their short- and long-term goals. Feel free to bring supporting materials to the interview.

**Interviews will be scheduled for March 4** unless otherwise notified.

### Results

Candidates will receive their results by **late March/early April**. Good luck!



## Scholarship Application Form

Student Information				
Family Name		First Name		Gender (Male / Female)
Date of Birth (mm/dd/yy)			Age at time of application	
Nationality & Citizenship	Native Language	Language at Home		Other Languages
Email Address				
Schools Attended (Begin with current school)				
Grade(s)	School Name	Location (city/country)	Language(s) of Instruction	Dates Attended mm/yy – mm/yy

Please complete all parts of this application form



Parent Information		
MOTHER		
Family Name	First Name	Nationality & Citizenship
Company Name		Position
Mother Signature	Cell Number	Email
FATHER		
Family Name	First Name	Nationality & Citizenship
Company Name		Position
Father Signature	Cell Number	Email

GUARDIAN (If Applicable)		
Family Name	First Name	Nationality & Citizenship
Guardian Signature	Cell Number	Email
Address in Tianjin		





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IST HEALTH AND  
WELLBEING

## DEAM

DROP EVERYTHING AND MOVE

FEBRUARY

### KLINGON CONDITIONING

DAREBEE WORKOUT © [darebee.com](http://darebee.com)

LEVEL I 3 sets LEVEL II 4 sets LEVEL III 5 sets REST up to 2 minutes



4 fast push-ups



4 slow push-ups



10-count hold



10 fast squats



10 slow squats



10-count hold



2 fast pull-ups



2 slow pull-ups



10-count dead hang



## THE HIDDEN KEY TO ACADEMIC SUCCESS

### *Article 4: Cultivating Emotional Intelligence for Success*

#### Editor's Note

In our ongoing *Hidden Keys to Academic Success* series, we've explored how nature and social connections support learning and well-being. This month, we turn our attention inward to a skill that quietly shapes academic achievement and personal growth: **emotional intelligence**.

Understanding emotions, our own and those of others, empowers students to navigate stress, collaborate effectively, and make thoughtful decisions. Emotional intelligence is not only a tool for academic success; it is a lifelong skill that strengthens relationships, confidence, and resilience.

### Cultivating Emotional Intelligence for Success

Emotional intelligence, often referred to as EQ, is the ability to recognize, understand, and manage emotions while responding empathetically to others. Unlike academic knowledge, EQ shapes how students react under pressure, communicate during challenges, and grow through experience. When emotional intelligence is nurtured, students become more self-aware, adaptable, and capable of handling both success and setbacks.

In academic environments filled with deadlines, expectations, and social dynamics, emotional intelligence becomes a powerful anchor. Students who develop EQ are better equipped to stay focused, regulate stress, and approach learning with balance and confidence.







## **Managing Emotions to Reduce Academic Stress**

Stress is a natural part of learning, but unmanaged stress can interfere with concentration, memory, and motivation. Emotional intelligence helps students recognize early signs of overwhelm and respond with healthier coping strategies.

By becoming aware of emotional triggers, students can pause before reacting and choose constructive responses. Simple practices such as deep breathing, reflection, or taking intentional breaks help restore emotional balance. When emotions are managed effectively, academic challenges feel more manageable, and confidence grows.

## **Empathy and Social Skills in Learning Environments**

Empathy plays a central role in academic collaboration. Group projects, discussions, and shared responsibilities are more productive when students can understand and respect different perspectives. Emotional intelligence encourages active listening, patience, and clear communication — all essential for successful teamwork.

Students who develop strong social skills are better able to resolve conflicts, offer support to peers, and contribute positively to group dynamics. These abilities not only improve classroom experiences but also prepare students for future professional and personal relationships.

## **Self-Awareness and Better Decision-Making**

Self-awareness — a key component of emotional intelligence — allows students to recognize patterns in their behavior, habits, and emotions. This awareness leads to better decision-making, from managing time effectively to choosing appropriate study strategies.

When students understand what motivates or distracts them, they can adjust their routines and set realistic goals. Emotional awareness transforms mistakes into learning opportunities and helps students make choices aligned with their long-term success.

## **Building Emotional Intelligence Through Daily Practice**

Emotional intelligence is not fixed; it grows through intentional practice. Small, consistent habits can strengthen EQ over time. Reflection through journaling encourages self-awareness, while active listening builds empathy and connection. Mindfulness practices help students stay present and calm during stressful moments.



Even simple gratitude exercises can shift perspective, fostering positivity and emotional resilience. Over time, these practices create a strong emotional foundation that supports academic focus and personal growth.

## Conclusion: A Skill That Shapes Success for Life

Cultivating emotional intelligence equips students with tools that extend far beyond the classroom. By learning to manage emotions, empathize with others, and reflect thoughtfully, students develop confidence, resilience, and clarity. Emotional intelligence strengthens not only academic performance but also character, relationships, and well-being.

As we continue uncovering *The Hidden Keys to Academic Success*, remember that emotional intelligence is not just an academic advantage — it is a life skill that empowers students to thrive in every stage of their journey.

## Coming Next in the Series

### 5. The Science of Motivation: Igniting the Drive to Learn

Discover what truly motivates learners, explore intrinsic and extrinsic motivation, and learn how goal-setting and self-discipline fuel academic success.

### 6. Digital Wellness for Academic Excellence

Learn how to use technology as a tool for learning while maintaining focus, balance, and mental well-being in an increasingly digital world.





## IST Library & Information Literacy Center

### Our Mission

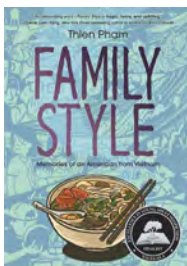
The IST Library is a friendly place where our community is inspired and challenged to think critically, read widely, act ethically, value creativity, and defend the right to access information.



### Panda Book Awards

The Panda Book Awards is a reading initiative which invites students and teachers from participating international schools in China and beyond to vote for their favorite book published in recent years. Panda Book nominees meet selection criteria that focus on social justice, diversity and inclusion by authors and illustrators from across the world. Panda Book Awards voting will begin February 23rd.

This week IST librarians recommend ***Family Style*** by Thien Pham, from the Mature Nominees List. *Family Style* is a



moving young adult graphic memoir about growing up

Vietnamese American and learning who you are through food and family. The author shares memories of childhood, his relationship with his parents, and the meals that shaped his understanding of home. Honest and accessible, this memoir invites readers to think about their own family stories and the ways culture is passed down.

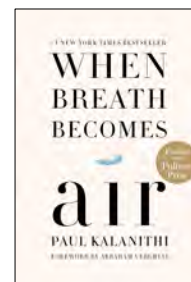
To borrow *Family Style* or any of the Panda Book Award nominees from across six categories, please stop by the IST library. To learn more about the awards, visit: <https://libguides.isb.cn/friendly.php?s=pandabookawards>.



### Parent Book Club Feb. 24 in the library

Our next Parent Book Club selection is the memoir ***When Breath Becomes Air*** by Paul Kalinithi. We will meet in the library to discuss the book on February 24<sup>th</sup> at 8:30 am. The library has copies of the book in English, Chinese, Korean, German, and French. A digital copy in English is also available upon request.

Please consider joining us for coffee, treats, and lively discussion—even if you didn't have a chance to read the book! Ask our library staff how to join our WeChat group, where we share information about the book club.



Library hours: Monday to Thursday 7:30 to 4:30 | Friday 7:30 to 3:30





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## BLAZING DRAGONS



24 January Sports Update

### ISAC MS Girls Volleyball

The Middle School Girls' volleyball tournament was a great display of our girls' talent and teamwork. They had some close matches and proudly secured a match win, demonstrating some great serves and exciting rallies throughout the day. Their hustle and determination to chase down each ball were impressive. With a positive attitude and excellent sportsmanship, the girls encouraged and supported one another on the court, earning the Team Spirit Award!

They should be incredibly proud of how much they have improved this season. This tournament was particularly special as it marked the last one for our Grade 8 girls—Claire, Chae Won, Angela, Bella, Carla, and Olga—who will be moving on to high school next year. We wish them all the best and can't wait for next season!



Go Blazing Dragons!



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## BLAZING DRAGONS



### ISAC MS Boys Volleyball

Our middle school boys battled through a high-quality tournament and showed they can compete with anyone. We pushed both the eventual champions (DSP) and runners-up (BCIS) to decisive third sets-one match even went past 15 in a nail-biting finish. A couple of serves or first-ball receives and the outcome could have swung our way. The team demonstrated grit, improvement, and late-game composure throughout.

Final standings - U14 D3 Boys:

DSP

BCIS

TIS

IST

Daystar



This was our final match and tournament of the middle school volleyball season-now we transition into basketball. A heartfelt thank-you to Coach Diegel for all the time, energy, and guidance he's invested in this team. Proud of the progress and the fight.

## Go Blazing Dragons!



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## BLAZING DRAGONS



### ISCOT HS Girls Basketball

A big day for our girls—composed, focused, and finishing strong.

#### Game 1 vs Wellington

A statement start. We set the tone early with organized defense and fast-break finishes, cruising to a 24-2 win.

#### Game 2 vs TIS

A nail-biter throughout. Locked at 23-23 late, but TIS edged it in the final moments. A tough loss, but full of fight and learning.

#### Game 3 vs TEDA

The girls responded in style—confident passing, smart cuts, and relentless defense led to a 36-6 victory.

#### Takeaways

Clear growth across the day and excellent composure in pressure moments. With two strong wins and that narrow defeat, the girls earned 2nd place overall. Well done, team—on to the next challenge! Go Dragons!



## Go Blazing Dragons!



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## BLAZING DRAGONS



### 24 January Sports Update ISCOT HS Boys Basketball

If you caught the live stream, thank you, Mr. Laroche, or saw it live, you saw a strong day of growth and grit from our boys.

#### Game 1 vs TEDA

We needed a short warm-up, then steadily pulled ahead by controlling tempo and experimenting with ball movement—swinging the ball before attacking to set the pace. Everyone saw minutes, and the boys closed it out 33-20. A solid start.

#### Game 2 vs TIS

Facing last year's champions, we struggled against their tight man-to-man defense and sharp ball rotation that freed their shooters. TIS built a lead, and although we finished the game playing our style and went basket-for-basket late, the gap was too large to overcome. Final score around 42-26—useful lessons against a quality opponent.

#### Game 3 vs Wellington

A physical battle. Despite the contact, our boys stayed composed, stuck to our plan, and didn't let the physicality dictate our play. We kept the lead throughout and pulled away late for a double-digit win. Proud of the team's sportsmanship and commitment to the IST way. Takeaways

A productive tune-up for ACAMIS: not everything we tried worked perfectly, but the improvement from last week was clear. Focus areas ahead: converting "easy" baskets and finishing efficiently—too many chances needed for single points at times. Onward and upward. Go Dragons!

## Go Blazing Dragons!



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## BLAZING DRAGONS

Sports Updates



### HS Girls ISAC Tournament Recap (YCIS)

Our girls battled through a valuable learning day at YCIS. After a slow start in Game 1 vs YCIS, we trailed throughout and fell short. In Game 2 vs THIS, the team found its rhythm and nearly completed the comeback, losing by just two in the final seconds. In Game 3 vs BSB, the girls surged back in a blaze, dominating 35-18 with confident defense, smarter possessions, and balanced scoring—everyone saw the floor and contributed.

Across the day, turnovers, rushed shots, and a bit of panic under pressure hurt us early, but there were no blowouts and the growth was clear. We finished 5th overall, gained a lot of lessons, and set ourselves up well for ISCOT next week and ACAMIS the week after. Proud of the progress—onward, Dragons!



Go Blazing Dragons!



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## BLAZING DRAGONS

### Sports Updates



#### HS Boys ISAC Tournament Recap (IST)

The boys hosted a competitive ISAC day at IST and showed strong growth game by game.

In the opener vs eventual champions Keystone, we started a bit slow, had solid stretches, but Keystone's consistency carried the result. Game 2 vs DSP was a statement: determined from the tip, we applied ball pressure that paid off in the second quarter and never let up.

Game 3 was a nail-biter against Daystar Academy—two evenly matched teams battling for every point. Despite the intensity, both sides stayed respectful and sportsmanlike. IST edged it 27-25 in a thrilling finish.

The final matchup vs BWYA decided 2nd or 3rd place. IST jumped out well, BWYA answered to take the lead, and we clawed back to within one before the legs started to fade. BWYA closed it out, and IST finished 3rd overall.

Plenty of positives—defensive pressure, resilience, and late-game composure—plus clear takeaways for the next steps. Just like the girls, it was a valuable learning curve heading into ISCOT next week and ACAMIS the week after.



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## Week 3

Explore - Finding answers to our questions

WHAT SOURCES WILL I USE?  
WHAT AM I FINDING OUT?

### Finding and Recording Important and Useful Information

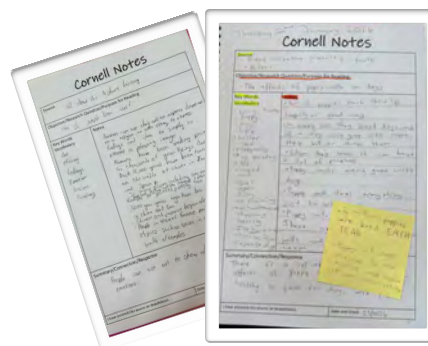
Students finalized their lines of inquiry and started working in small groups or independently. With teacher guidance, they found articles, books, and videos that could help them answer the questions they have about their lines of inquiry. They have started to take notes and record the information they are finding.

### Groups and Interests



### Collaboration & Note Taking

Working together to finalize ideas, gather questions, find sources and record new findings.





## Week 3

### Explore - Persuasion and Modes of Expression

### HOW CAN WE USE MULTIPLE MODES OF EXPRESSION TO PERSUADE?

#### Persuasion and Creating

##### Music - Repetition

Students explored jingles by listening to examples and then creating their own to match our theme of Healthy Minds, Healthy Bodies. They used catchy melodies, instruments, and repetition, and refined their work after performing and receiving peer feedback.



##### Art - Storytelling

Students have started drawing their stories, inspired by the Pattachitra paintings they have been exploring. They have been practicing the songs that will accompany their stories, as they prepare to perform them next week.



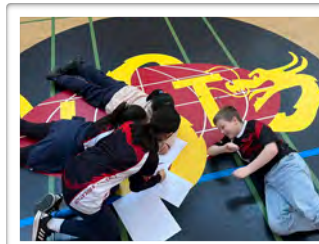
##### STEM - Contrast and Surprising Elements

Students expanded their digital toolboxes as they continued building their persuasive websites. They moved beyond text and images by learning to code interactive buttons and craft strategic hyperlinks, transforming static pages into dynamic experiences. This hands-on work proved that buttons and links aren't just technical features; they're essential tools for creating a compelling user journey, keeping visitors engaged and moving seamlessly through their arguments.



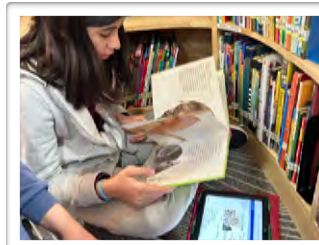
##### PSPE - Symbolism

This week in Physical Education, students focused on promoting sports participation. They designed attention-grabbing symbols combined with sounds to encourage action, discussed the mindset needed to join in sports, and created positive symbols to overcome common mental barriers. Additionally, they developed a pathway guiding people from noticing to participating, featuring steps like attention sounds and welcoming symbols. These activities fostered creativity and a supportive environment for everyone to feel empowered to join in.



##### Information Literacy - Research Skills

The students used the library catalog to search for books connected to their chosen inquiries by entering keywords and related terms. They then located the books on the shelves using call numbers or explored Epic online books when a physical book was not available. Through this process, students learned how to independently find and access relevant sources, an essential skill for building strong background knowledge and supporting their PYPx inquiry.







## Student Reflections

SNAPSHOT: WEEK 3

### My Sentence

This week I learned that painting for mindfulness can help anxiety and pain all through my research.

I learned how art can effect your hormones and effect yourself that words can't from the article Art Therapy.

For example, did you know that painting can effect or help your body work better on daily tasks if you are calm after.

All of the things I did this week helped me realize that mind art is more helpful than I thought.

### My Sentence

The week I learned that needle tools is really helpful for keeping track of websites and sources for my research.

I noticed that needle tools help and it's easy to get articles. When you click on the source it gets you to the article.

For example, when reading an article I found that diagrams also make your learning easier. Once I put in a needle tool, I can see more threats to your research.

All the things I did this week helped me realize that needle tools is really helpful.

### My Sentence

This week I learned how asking lots of questions and some information can help people understand what you are talking about and that it keeps you on track.

When choosing a topic for my PYP Exhibition, I need to check if I am really into the topic and not only just pick a group that your friend is because you will spend 10 weeks on a topic that you aren't interested in.

I was inspired by you because at first you didn't like gender equality and I agreed with her. So I decided to choose gender equality for PYPX.

All of the things we did this week helped me realize that you can get inspired by other people and it's a good habit to ask questions and answer questions all the way along.

### My Sentence

This week I learned more things about PYPX and how to write Cornell notes about my lines of inquiry.

I chose reasons, inner leopards are endangered and our responsibility to protect inner leopards for my lines of inquiry because I want to know more about it.

For example, when I look the video on YouTube I found that inner leopard is the rarest cat on Earth.

Moving forward I want to write more Cornell notes.

### My Sentence

This week I have learned how to write my lines of inquiry.

I chose the cause of tsunamis and the effect of tsunamis as my lines of inquiry because it will be cool to find more information.

For example, when reading about tsunamis I have found a escape pod and it can keep people safe in it.

I feel really connected to the escape pod because it can keep people safe inside it.

### My Sentence

This week I found that lines of inquiry should be connected. The topic is that you can do research on the city of growing.

I chose to use some specific value because I think value have a lot of things and it is always long so the people can still do many things.

For example, when watched a video, I saw a AI (chatting) that could not give you answers even if you asked but it would give you advice to students and more.

All the things I did this week helped me realize that if the lines of inquiry is connected to the topic, it will be easier to research.





## China Week Plan

**C H U N J I E**      **DATE: Feb. 9th~ 13th**

### Schedule of the week

- Monday: Fuzi Writing on the Calendar PRK-5 in Chinese Class
- Tuesday: Normal class
- Wednesday: Temple Fair (details attached below)
- Thursday: making jiaozi (dumpling) in Kitchen during Chinese class
- Friday: closing show by Grade 5 (details attached below)

### Temple Fair

- **Opening show-Lion Dance** by professional actors at 9: 45 between Han and Qin Building
- Session One: Nursery- G1
- Session Two: Grade 2- Grade 5
- PFO Chinese Bazaar 9:30-2:00 2nd floor in Han building

#### Session One

**Nursery-Grade 1**  
**8:30-9:30**

Opening Show: Service Circus  
Temple Fair Activities

#### Session Two

**Grade 2- Grade 5**  
**10:10-11:10**

Opening Show: Chinese Kongfu  
Temple Fair Activities

### Closing Show

**Dragon Dance**  
performed by Grade 5  
3:05 Friday in the Gym



## Grade 7 I&S Field Trip: Exploring the Maritime Silk Road

### Community Curriculum Q2: Learning and Engagement

Our Grade 7 students recently visited the Maritime Museum of Tianjin **inquiring into how** "The spread of ideas and cultures happens through a variety of means and causes." The field trip provided a crucial, real-world connection to their curriculum, which focuses on Global Interactions, Causality, and Culture through the lens of trade. Students explored artifacts, maps, and tools, bringing to life how the development of sea travel shifted the spread of ideas, cultures, and knowledge beyond overland routes.

### Student Insights: The Maritime Silk Road's Impact

Students investigated the profound influence of the Silk Road. They learned that by connecting Asia, Europe, and Africa, the Silk Road facilitated the trade of goods (like paper, silk, and spices) and the spread of ideas (including religions, languages, and technologies). This cross-cultural exchange helped cities become wealthier and more powerful, forging international connections that continue to impact us today. The students also studied the structure of merchant boats and the specific items traded, such as Chinese pottery and tea.

### Causes and Effects of the Silk Road

Cause/Effect	Description
<b>Expansion</b>	Expansion of cities and farming across Afroeurasia.
<b>Demand</b>	Increased demand for resources to support larger populations.
<b>Population</b>	Increased population growth.
<b>Diffusion</b>	Helped the diffusion of cultures and agriculture.
<b>Economy</b>	Incomes of the society increased.
<b>Diet</b>	The diet of the society changed because of different foods coming in.
<b>Disease</b>	Increased how fast and far the disease spread.

### Visual Summary

#### Map & Trade Routes

**INTRODUCTION**

Throughout the trip, we have gathered many interesting facts on the second half of the trip. We have learned more about the advantages of trading and what items were exchanged throughout the period of time.

For example, we discovered the discovery of the Silk Road. The merchants used to sail across different ports in the 14th century. From there, they could trade goods, spices, and other items. The Silk Road was often used across Asia.

#### Technological Change

**THE TECHNOLOGICAL CHANGE AFFECTED BY THE SILK ROAD**

Strategic location: Improved navigation: Increased trade: Improved communication:

#### Causes & Effects

By establishing trade routes between Asia, Europe, and Africa, the Silk Road was a significant influence. It provided the products like paper, silk, and other goods for the regions between them. Also, it helped to spread ideas, religions, and languages. In addition, it provided a safe passage for the goods. The Silk Road helped cities become wealthier and more powerful. It also helped the diffusion of cultures and agriculture. The Silk Road was often used across Asia.

**WHAT IMPACT DID THE SILK ROAD LEAVE?**

**WHAT WAS THE CAUSE AND EFFECT OF SILK ROAD?**

- Expansion of cities and farming across Afroeurasia
- Increased demand for resources to support larger populations
- Increased population growth
- Helped the diffusion of cultures and agriculture
- Increased the diffusion of ideas, religions, and languages
- Increased the diffusion of ideas, religions, and languages
- The diet of the society changed because of different foods coming in
- Increased how fast and far the disease spread

Credit Visuals: I&s class G7-Estelle, Jun Sang, Andrew, and Johanna





## Student Highlights



### Celebrating Our Dragons: Alumni Spotlight

This month, we're celebrating not only our current students, but also our incredible IST alumni who continue to support our teams and community. Many of our "old" Dragons stay in touch, mentor current players, and cheer on their former teammates. Last year, alumni tuned in to the live stream of the first ACAMIS tournament of the season, cheering on our HS Volleyball teams at NIS in Nanjing. How great is that?

Over the last winter break, a fantastic group of alumni returned to help with basketball practices arranged by Coach Schaaf—thank you to: Zoe, Meihan, Brandon, Simon, Jonas, Alden, Shunta, Jeremy, and Moritz.

A huge shout-out to our alumni—your spirit and commitment make us stronger every day. Once a Dragon, always a Dragon. Go Dragons!







## BEIMUN XXXIII at ISB: A Resounding Success

From January 23 to 25, 2026, the International School of Beijing (ISB) proudly hosted the BEIMUN XXXIII (Beijing International Model United Nations). This year, 19 students from the International School of Tianjin (IST) participated in this prestigious event. The conference theme, 德不孤必有邻: **Virtue Attracts Resonance**, provided a rich backdrop for in-depth discussions on the importance of ethical leadership and shared values in fostering global cooperation.

Delegates engaged in thoughtful analyses of how virtue and ethical leadership can bridge divides and promote sustainable progress in an increasingly interconnected yet polarized world. In an era marked by rapid change and conflict, emphasizing unity and cooperation is vital for our shared future. The conference explored how the Chinese idiom “Virtue never stands alone” underscores the significance of common values in inspiring goodwill and fostering harmony.

Our IST team made remarkable contributions to these discussions, with four students earning esteemed chair positions:

- **Na Ye Kim** (Grade 11) - President: General Assembly (GA3)
- **Seok Young Jung** (Grade 11) - Deputy President: Human Rights Council (HRC)
- **Crystal (Soojung) Ra** (Grade 11) - Deputy President: Environmental Committee (EC)
- **Sol Park** (Grade 10) - Deputy President: World Health Assembly (WHA)

These student chairs not only demonstrated exceptional leadership skills but also facilitated productive dialogues among delegates from various schools within their committees, enhancing the overall impact of the conference.

Every participant from IST, both chairpersons and delegates, reported a truly enriching experience filled with debates, collaboration, and opportunities to forge new friendships. They navigated complex topics with grace and poise, reflecting the principles of ethical leadership central to this year's theme.

Our students returned to IST inspired and empowered, equipped with new insights and a deeper appreciation for the significance of ethical cooperation. We congratulate all participants for their outstanding contributions to this remarkable event!





## IST STUDENT-LED BLOOD DRIVE

Dear Parents

Hopefully, you have received notification through the PFO of a blood donation drive that we are planning, and which will occur next week, February 4th. Transportation will be arranged on a school bus (unless you wish to travel independently) with donors leaving the school at 2:00 pm. The bus will then depart for the school again no later than 4PM. If you wish to travel independently, the address is: No. 424, Huanghe Avenue, Nankai District (Tianjin Blood Center)

We ask you to consider the impact of your donation on others' lives and implore you to donate.

If you are interested, please scan and review the following QR codes to check your eligibility to donate and then express your interest to donate in the sign-up form. While completing the eligibility form, please note that if the form ends abruptly, it indicates that you are ineligible. If you are eligible, you will receive confirmation at the end of the form.



Please note that completing the eligibility form does not register you as a donor. You will only be signed up to donate after completing the sign-up form.

If you have any questions about the process, please feel free to reach out to any of us.

Thank you and please keep in mind that every donation truly counts.

Kind regards,

Sigge Centerman, Conbo Yao, and Jason Zhang (Grade 12)





 IST parents activities			
Class	Day	Time	Place
Yoga	Monday Wednesday	8:15-9:15	Theater or Black box
English Corner	Monday	10: 00-11: 30	Elementary meeting room
Korean Class	Monday	1:30-3:00	Elementary meeting room
Spanish Class	Tuesday	1:00-2:00	Elementary meeting room
Zumba	Thursday	10:00-10:45	Theater or Black box
Chinese Corner	Friday	9:00-10:00	Elementary meeting room
Baby Dragon Playgroup	Tuesday	9:00-11:00	Nursery Classroom
Parents Workshop	Once a month	Flexible	Elementary meeting room





INTERNATIONAL  
SCHOOL of TIANJIN

*Weekly*

# THE BLAZE

Working Learning Acting TOGETHER



## Chinese Bazaar

Wednesday Feb 11th  
9:30 a.m. - 2 p.m.

Come along to IST and enjoy  
the joys and festivities of the  
Chinese New Year!

With over 30 vendors

International School of Tianjin, No. 22, Weishan Nan Lu, Shuanggang, Jinnan District, Tianjin, 300350,  
天津经济技术开发区国际学校天津分校, 中国天津市津南区 (双港) 微山南路22号, 邮编: 300350  
Tel: +86 22 2859 2001





## Community-wide Goal:

At IST we share a collective commitment to cultivate a vibrant community that embodies the spirit of open-mindedness as defined by the International Baccalaureate (IB). Within the unique context of our school and host city of Tianjin, our commitment is to further nurture and enhance an inclusive environment where we all critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We will seek and evaluate a range of points of view, listening with a genuine desire to understand, and with a willingness to grow from the experience.





## Weekly Menu (N-G2)

26-30 Jan

Monday	Tuesday	Wednesday	Thursday	Friday
Yoghurt Fruit Cut	Carrot Cake Fruit Cut	Mini Pizza Fruit Cut	Banana Bread Fruit Cut	Cheese Sandwich Fruit Cut
Pizza Margherita 芝士比萨 Stir fry Vegetables 炒蔬菜 <u>Allergy: wheat, cheese</u>	Fried Rice with Ham and Egg 火腿鸡蛋炒饭 Stir fry Vegetable 炒时蔬 <u>Allergy: egg</u>	Spaghetti Bolognese 番茄肉酱面 Stir fry Vegetable 炒蔬菜 <u>Allergy: wheat, cheese</u>	Hot Dog 热狗 French Fries 薯条 <u>Allergy: wheat</u>	Chicken Schnitzel with Curry Sauce 咖喱鸡排 Stir fry Vegetable 炒时蔬 <u>Allergy: coconut milk</u>
Fruit of the Day	Fruit of the Day	Fruit of the Day	Fruit of the Day	Fruit of the Day
<b>Nutritional reading over the week</b> 每周营养分析	Energy 热量 (Kcal) 729	Protein 蛋白质 (g) 27	Carbohydrate 碳水 (g) 109	Fat 脂肪 (g) 26

02-06 Feb

Monday	Tuesday	Wednesday	Thursday	Friday
Yoghurt Fruit Cut	Steamed Dumplings Fruit Cut	Banana Bread Fruit Cut	Carrot Cake Fruit Cut	Ham Sandwich Fruit Cut
Spaghetti in Tomato Sauce Toast 意面吐司 Stir fry Vegetable 炒蔬菜 <u>Allergy: wheat</u>	Steamed Pork Dumplings 小笼包 Stir fry Vegetable 炒时蔬 <u>Allergy: wheat</u>	Chicken Teriyaki 照烧鸡排 Stir fry Vegetable 炒蔬菜 <u>Allergy: breadcrumb</u>	Beef Burger 牛肉汉堡 French Fries 薯条 <u>Allergy: wheat</u>	Chicken Quesadilla 鸡肉芝士饼 Stir fry Vegetable 炒蔬菜 <u>Allergy: wheat, cheese</u>
Fruit of the Day	Fruit of the Day	Fruit of the Day	Fruit of the Day	Fruit of the Day
<b>Nutritional reading over the week</b> 每周营养分析	Energy 热量 (Kcal) 725	Protein 蛋白质 (g) 26	Carbohydrate 碳水 (g) 105	Fat 脂肪 (g) 23

## Weekly Menu (G3-G12) 02-06 Feb

Monday	Tuesday	Wednesday	Thursday	Friday
Seasonal Fresh Salad Bar Fruit of the Day	Seasonal Fresh Salad Bar Fruit of the Day	Seasonal Fresh Salad Bar Fruit of the Day	Seasonal Fresh Salad Bar Fruit of the Day	Seasonal Fresh Salad Bar Fruit of the Day
Spaghetti with Pesto/Tomato/Cream Mushroom Sauce 意面配罗勒/番茄/奶油蘑菇汁 Stir fry Vegetable 炒蔬菜 Roasted Egg with Herb 烤鸡蛋 <u>Allergy: cheese, mushroom, egg</u> (served on the side)	Chicken Quesadilla 芝士鸡肉饼 Stir fry Vegetable 炒蔬菜 Roasted Potatoes 烤土豆 <u>Allergy: wheat, cheese</u>	Nacho Fries with Ground beef 墨西哥风味肉酱芝士土豆条 Stir fry Vegetable 炒蔬菜 <u>Allergy: soy sauce, milk</u>	Beef Burger 牛肉汉堡 French Fries 薯条 <u>Allergy: wheat</u>	Chicken Cordon Bleu 蓝带鸡排 Stir fry Vegetable 炒蔬菜 Sweet Potatoes Sticks 红薯条 <u>Allergy: breadcrumb</u>
Stir Fried Tomato with Egg 西红柿炒鸡蛋 Sauteed Spicy String Beans 干煸豆角 Steamed Rice 米饭 <u>Allergy: egg, soy sauce</u>	Fish Fillet Curry 咖喱鱼排 Stir Fried Green Vegetables 清炒蔬菜 Steamed Rice 米饭 <u>Allergy: fish</u>	Chicken Teriyaki 日式照烧鸡排 Stir Fried Vegetables 炒时蔬 <u>Allergy: wheat</u>	Orleans-Style Roasted Chicken Legs 奥尔良烤鸡腿 Spicy Dried Bean Curd 麻辣豆干 Green Vegetables 清炒时蔬 <u>Allergy: soy sauce</u>	Stir Fried Pork Slices with Lemongrass 香茅炒猪肉 Stir fry Sliced Potato 风味土豆片 Stir Fried Mixed Vegetables 泰式蔬菜 <u>Allergy: soy sauce</u>
Noodles with Vegetables in Soybean paste Korean Style 韩式炸酱面 Boiled Egg 煮鸡蛋 <u>Allergy: soybean, wheat, egg</u> (served on the side)	Noodles with Ground Pork 猪肉臊子面 boiled Vegetables 煮蔬菜 Boiled Egg 卤鸡蛋 <u>Allergy: wheat, egg</u>	Tteokbokki with Pork and Cheese 芝士猪肉炒年糕 Cabbage Salad Korean Style 韩式拌洋白菜 <u>Allergy: cheese</u>	Rice Noodles with Fish in Tomato Soup 番茄鱼面 Boiled Vegetables 煮蔬菜 <u>Allergy: fish</u>	Spicy Hot Pot 麻辣拌 Noodle 面条 <u>Allergy: wheat</u>
	Noodles with Vegetable Sauce 蔬菜面	Tteokbokki with Cheese 芝士炒年糕	Noodles with Vegetables 蔬菜面	Spicy Vegetables 麻辣蔬菜
Laver and Egg Soup 紫菜鸡蛋汤	Pumpkin Soup 南瓜汤	Red Bean Soup 红豆汤	Cream Corn Soup 奶油玉米汤	Tomato and Egg Soup 西红柿鸡蛋汤
Mochi 糯米糍	Cookies 饼干	Banana Bread 香蕉包	Carrot Cake 胡萝卜蛋糕	Chocolate Cake 巧克力蛋糕
<b>Nutritional reading over the week</b> 每周营养分析	Energy 热量 (Kcal) 792	Protein 蛋白质 (g) 32	Carbohydrate 碳水 (g) 119	Fat 脂肪 (g) 29





## DIARY DATES

Friday~Friday - February 6~13, 2026  
Grade 12 Mock Exams

Monday~Friday - February 9~13, 2026  
China Week

Friday - February 13, 2026  
Scholarship Application closed

Monday~Friday - February 16~20, 2026  
Chinese New Year Holiday

Wednesday - February 25, 2026  
DP Option Afternoon

Saturday - February 28, 2026  
Scholarship Exams

## SPORTS DATES

2 February –  
HSBB Practice 15  
HSFB Practice 3

5 February –  
ACAMIS Basketball @ HBJ  
HSFB Practice 4  
ISCOT Chess (G4-12) @ Wellington (12:00-15:30)

6 February –  
ACAMIS Basketball @ HBJ

## WELCOME TO THE IST SPORTS AND CO-CURRICULAR ACTIVITIES (CCA) PROGRAM FOR THE 2025-2026 SCHOOL YEAR

Please take note of the following dates:

### Season 2 Sport Schedule

- ☺ Starts Monday, 24 November and ends Friday, 27 February
- ☺ The program will run for approximately 10 school weeks
- ☺ No CCAs during holidays and PTSCs (conferences)

Please do not hesitate to contact our department with any questions.

- ☺ Mr. Silvis – Athletics & Activities Director  
(ben\_silvis@istianjin.org.cn)
- ☺ Ms. Guo Ying – Activities Officer (CCA's) (ying\_guo@istianjin.org.cn)
- ☺ Ms. Durian Wang – Activities Officer (Sports) (durian\_wang@istianjin.org.cn)
- ☺ Activity Office: telephone 022-28592003 / extension 8150.