



THE BLAZE

Working Learning Acting **TOGETHER**



Dear Parents and Students

Today marks our final school day within the Lunar Year of the Snake and heralds the arrival of the **Year of the Horse!** In addition to various learning activities and experiences taking place in classrooms, there were a number of fun cultural celebrations held in school, all of which were strongly supported by our wider community.

By far the best attended celebrations of the week were the **Temple Fair**, professional **Lion Dance**, and **PFO Chinese New Year Bazaar**, all of which took place on Wednesday. Our elementary students especially enjoyed the temple fair, with the added highlight this year of a professional kung fu martial arts demonstration. This was followed by a particularly dynamic lion dance that in addition to more traditional moves, included the lions jumping on and over benches - check it out on IST's [WeChat video feed!](#)

As always, one of the main highlights of the day was the **PFO Chinese New Year Bazaar**, seemingly including an ever-increasing number of vendors! It really was a highlight of the week, and a true example of community spirit, and I would therefore like to give special thanks to our wonderful PFO for their tremendous efforts to host such a special event for all members of our community to enjoy. Not to be outdone by the professionals, China Week concluded with a wonderful **Dragon Dance**, performed by our talented Grade 5 students.

Of course, while the rest of us have been enjoying the China Week activities, our Grade 12 Seniors have been sitting their **IB Diploma 'Mock Exams'**, a series of practice exams mimicking what they should expect for their finals in April and May. The mocks are also an excellent opportunity for the students and teachers to gauge their current level of preparation. Kudos to them all, and all the best for a relaxing holiday!

Grade 10 parents should already be aware that we have the **IB Diploma course selection options meeting** scheduled for Wednesday afternoon following our return to school. It is a matter of real importance that parents join their children for these presentations so as to better understand the courses on offer in the IB Diploma, and to make well-informed decisions about pathways towards university matriculation that match your children's abilities, interests, and ambitions.

While on the topic of university matriculation, earlier today I sent out a personal reflection to all parents regarding the **folly of over-aggrandizing and pursuing prestige-driven universities** (i.e., 'Ivy League' [8] and 'Oxbridge' [2]) to the detriment of making informed decisions about **'best-fit' universities** that may be more rooted in our children's individual interests and needs, and ultimately in their best long-term interests. I do encourage

CONTENTS

- [Scholarship Announcement](#)
- [Health & Wellbeing](#)
- [Parent Partnership](#)
- [Library](#)
- [PE News](#)
- [Elementary](#)
- [Secondary](#)
- [CCA](#)
- [PFO](#)
- [2025-26 Community-wide Goal](#)
- [Menu](#)
- [Diary Dates](#)





THE BLAZE

Working Learning Acting **TOGETHER**

parents to take a few minutes to read the article and reflect on my observations. To be clear, my intention is not to denigrate the most prestigious of universities, for they are remarkable institutions, but instead to highlight that there are many wonderful options available to our children, and in many cases an 'Ivy League' or 'Oxbridge' school may not in fact be the best placement for a given student), in spite of the considerable prestige that accompanies such an acceptance; prestige is, in my opinion, better viewed as a byproduct, not the goal. It is also worth noting that other non-Ivy/Oxbridge schools frequently rank more highly than the so-called 'Ivies' (for example, Imperial College London, is currently #1 in the UK and #2 in the QS World rankings, ahead of both Oxford and Cambridge). Just as an aside, over the past three years IST students have been accepted into:

- 10 of the world's top 20 ranked universities (including Imperial College London) at an average of one acceptance for every three students (33%);
- 30 of the top 50 universities at an average of 1.5 acceptances per student (150%); and
- 49 of the top 100 universities at an average of 2 acceptances per student (200%).

A reminder that the first week back after the holiday is the final week for CCA Session 2. Parents should have received notification earlier this week to register **CCA Session 3 activities** for their children on Schools Buddy. Please note that registration will also remain open throughout the holiday week.

One more serious matter for community attention has been the discovery this week that **several pieces of school equipment** provided for children and other community members to use in the school grounds (including table tennis bats and giant chess pieces) **have been broken because of deliberate misuse**. This is extremely disappointing, both because it departs drastically from our expectations for responsible, respectful behavior, and because it means that others who might otherwise use the equipment responsibly are unable to. I ask all parents, therefore, to please reinforce with your children the importance of respecting school property, and the property of others in general.



I wish all community members a most enjoyable and relaxing Spring Festival Holiday, and a wonderful Year of the Horse (and especially those members of our community born in one of the following Horse Years: 1942, 1954, 1966, 1978, 1990, 2002, 2012 and soon to be 2026 births!) Happy Spring Festival.

And finally, in signing off on the Year of the Snake, a gentle reminder that students return to school on Monday, 23 February.

Chūnjié kuàilè!

Steve Moody

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:

- Support for Current IST Students:** We offer exceptional educational opportunities to talented students facing financial challenges.
- 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 23, 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 Monday, February 26, 2025**. 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 5 unless otherwise notified.

Results

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



THE BLAZE

Working Learning Acting **TOGETHER**

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



THE BLAZE

Working Learning Acting **TOGETHER**

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



INTERNATIONAL
SCHOOL of TIANJIN

Weekly



THE BLAZE

Working Learning Acting TOGETHER

IST HEALTH AND
WELLBEING

DEAM

DROP EVERYTHING AND MOVE

FEBRUARY

KLINGON CONDITIONING

DAREBEE WORKOUT © 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



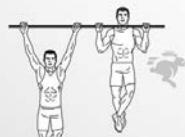
10 fast squats



10 slow squats



10-count hold



2 fast pull-ups



2 slow pull-ups



10-count dead hang



THE BLAZE

Working Learning Acting **TOGETHER**

It's natural to want to comfort a child when they're crying. When parents see their kid hurting physically or emotionally, they often want to do anything in their power to stop their heartache.

It comes from our intuition that we want to fix the hurt and make it all better. But it can make kids feel like their emotions and tears aren't okay, especially when they're in pain or distress.

Instead, try to validate kids' feelings and help them feel safe and supported expressing their emotions and tears. Use these four alternatives.

IST Counseling



INSTEAD OF "DON'T CRY"



"You're safe and I'm here."



"I know that was hard,
it's okay to be upset."



"Is your body hurt or
your feelings? Or both?"



"I love you."





THE BLAZE

Working Learning Acting TOGETHER

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.



February is Love of Reading Month

For Love of Reading Month in February, we're celebrating the books our students are loving right now. This graphic shows IST Library's current top checkouts, the books that have been flying off the shelves in the past few weeks.

One of the best parts is the variety in this list, showcasing IST students' wide range of interests. There's one of this year's Panda Book Award nominees (*Viewfinder*), a repeat favorite read-aloud that never gets old (*The Book With No Pictures*), and popular nonfiction picks (*Easy Origami for Kids* and *Minecraft Atlas*). If you're looking for your next great read, these are a great place to start!

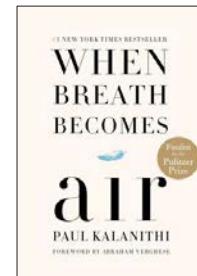
We will also continue our "Blind Date with a Book" promotion during the last week of February!



Parent Book Club Feb. 24 in the library

Our next Parent Book Club selection is the memoir *When Breath Becomes Air* by Paul Kalanithi. We will meet in the library to discuss the book on February 24th 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



INTERNATIONAL
SCHOOL of TIANJIN

Weekly



THE BLAZE

Working Learning Acting TOGETHER

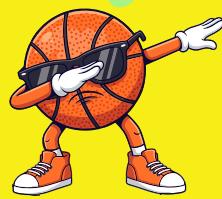


BLAZING DRAGONS



5-7 February

ACAMIS WEEKEND HIGH SCHOOL



BASKETBALL

Blazing Dragons
Tournament Recap



INTERNATIONAL
SCHOOLS
CONFERENCE
OF TIANJIN



Association of China and Mongolia International Schools



International Schools Athletic Conference





THE BLAZE

Working Learning Acting TOGETHER



BLAZING DRAGONS



IST teams wrapped up a spirited tournament weekend filled with growth, grit, and great sportsmanship.

Girls Basketball

Results:

IST 33-9 SIS

IST 9-50 TIS

IST 12-14 HKA

IST 37-16 NIS

IST 24-34 Harrow Beijing

IST 33-16 NIS (5th-place game; IST finished 5th)

Highlights: Convincing opening win, regrouped after TIS, gritty battle with HKA, and two strong wins over NIS to close.

Most Valuable Players: Tung He and Belize

Boys Basketball

Results:

IST 22-33 NIS

IST 22-59 Harrow Beijing

IST 20-40 HKA

IST 27-36 SIS

IST 37-50 SIS (placement game; IST finished 6th)

Highlights: Faced a very tough slate, improved each game, and delivered their most complete performance in Saturday's playoff.

Most Valuable Players: Sigge and Eric

Beyond the Court

Many of our student-athletes shone not only in competition but also in the way they managed the weekend-balancing travel, study, rest, and team commitments with impressive organization and planning. Those habits showed up in their play and in the way they supported one another, and they'll serve them well far beyond the final buzzer.

Thank you to our coaches, chaperones, and families for the unwavering support.

Go Blazing Dragons!



INTERNATIONAL
SCHOOLS
CONFERENCE
OF TIANJIN



Association of China and Mongolia International Schools



International Schools Athletic Conference





THE BLAZE

Working Learning Acting TOGETHER



BLAZING DRAGONS



Dear all,

It's been a challenging but spirited start for our Blazing Dragons. Both teams gave their best this afternoon—sometimes that doesn't result in a win, but it does offer valuable lessons as we look ahead.

The boys faced a tough TIS Macau side that came out strong from the perimeter, and we struggled to find our rhythm. They'll look to bounce back against NIS at 2:00 p.m. The girls opened with a confident win over SIS, playing with excellent tempo, and will take on TIS right after the boys.

Friday, 6 February will be a busy day with three games for each team as round-robin play continues. Saturday's schedule is attached and will depend on our final placings once the round robin concludes late Friday.

For tonight: dinner, some study time for most, and an early night to reset for tomorrow.

Go Blazing Dragons!





THE BLAZE

Working Learning Acting TOGETHER

G10 Dance: Creating Global Impact Through Movement

Community Curriculum Q3• Creation & Impact

Our Grade 10 PHE students recently completed their "Dance around the world" unit, a powerful exploration of Creation and Impact. This journey transformed students from simple performers into intentional creators.

The Creation: Planning with Purpose

In the planning phase (Criterion B), students acted as choreographic architects. They developed specific goals to improve personal skills like coordination and rhythm while researching diverse styles, from Street/Hip Hop to Traditional Chinese, to build cultural fluency. By designing and justifying their routines, they practiced the ethical decision-making skills essential for global citizens.

Criterion B Choreography

The Impact: Performance and Wellbeing

The impact was felt during the final performances (Criterion C). This aerobic exercise promoted cardiovascular health and mental wellbeing, aligning with our school's Health & Wellbeing focus. Working in groups of 3–6, students applied complex movement concepts and strategies, fostering the social resilience needed to face life's challenges with confidence.

Criterion C Wellbeing

Global Citizenship in Motion

By linking their choreography to meaningful themes like "Unity in Diversity," our students became action-oriented global citizens. They proved that through intentional creation, they can make a lasting impact on their community.





THE BLAZE

Working Learning Acting TOGETHER

Week 5 PYP Exhibition

Sort - Identifying Important Information

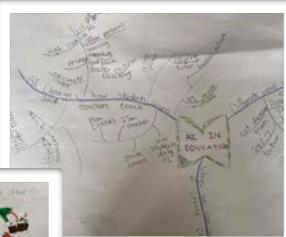
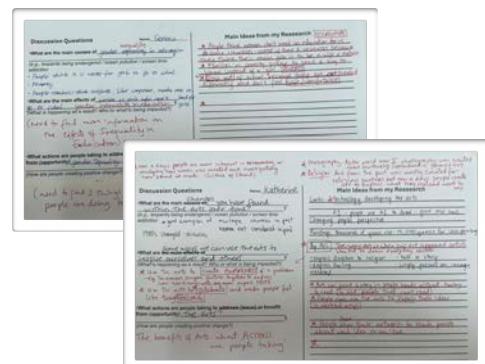
WHAT INFORMATION IS ANSWERING MY QUESTIONS?
WHAT INFORMATION IS MOST IMPORTANT?

Interviews, Mindmaps and Math Investigations

As students continue conducting research, they have been seeking interviews with experts to deepen their knowledge using both primary and secondary sources. This will remain a key focus next week.

In class, students have been creating mind maps to organize the most important information they are discovering about the causes and effects of their issues or opportunities, as well as the responsible actions people can take.

They have also begun exploring how to collect data successfully by analyzing surveys. They have started investigating what makes a good survey by analyzing different surveys and creating a list of effective features and possible changes that could make surveys better.



Speaking to Consolidate

Connecting Knowledge with Understanding

As students begin to sort and organize the most important findings from their research, they have been encouraged to have one-on-one reflective conversations with their teachers. They have been answering the following questions and trying to explain their ideas as they respond. Teachers annotate what students say and prompt questions to support the dialogue.

- What are the main causes of...?
- What are the main effects of...?
- What actions are people taking to address (issue) or benefit from (opportunity)...?



Week 5 PYP Exhibition

Sort - Persuasion and Modes of Expression

HOW CAN WE USE MULTIPLE MODES OF EXPRESSION TO PERSUADE?

Persuasion and Creating

STEM

This week in STEM, the Grade 5 innovators have taken their persuasive skills and merged them into a new digital form! Students have embarked on an exciting mini project, planning and creating their very own Merge Cubes, a hands-on tool that displays and interacts with augmented and virtual reality. Each side of the cube can be used as a strategic canvas for the powerful persuasive techniques they've mastered. The students discovered how embedding the unexpected, like a startling visual, a surprising fact, an interactive element, can captivate an audience and make their core message resonate more powerfully.



Visual Arts

Students were exposed to a range of thought-provoking artworks and advertising campaigns. They engaged in guided class discussions using teacher-led questions



- What message or idea is being communicated through these works?
- Which visual elements (colour, typeface, composition) are used to create a visually effective artwork?
- Which techniques (exaggeration, contrast, symbolism, shock value) have been used to capture the viewer's attention and strengthen the message?

Building on these discussions, students will create their own issue-based artworks using Canva, applying the visual strategies explored to communicate a clear message.



Music

Grade 5 students are currently editing their jingles to ensure that their message is clear and that they incorporate the techniques learned in class. They are giving each other feedback and reflecting on the entire process of writing and performing their jingles. Students are thinking about what they did well and identifying areas for improvement for next time.



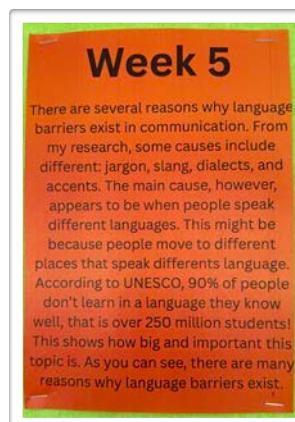
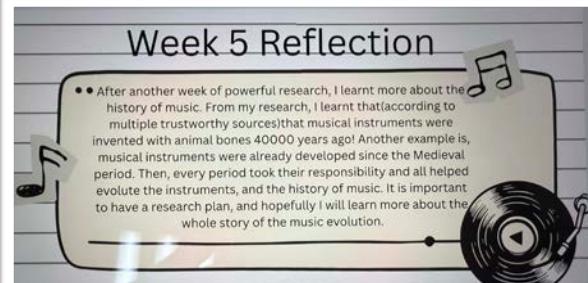
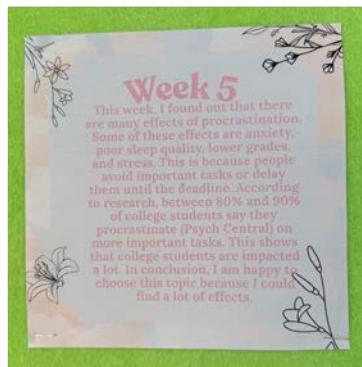
Information Literacy

The students entered their sources into NoodleTools by carefully locating the information needed to create accurate citations, such as title, author, and publication details. This work emphasized the importance of persistence and attention to detail, as well as what it means to be a principled researcher. Developing these skills supports their PYPx inquiry by helping students give credit to sources and build their learning on reliable, well-documented information.



Student Reflections PYP Exhibition

SNAPSHOT: WEEK 5



WEEK 5

S This week, I learned about what kind of place the dog is living in from my research and my mentor.

E From my research, I read the article which said the dogs can't get enough food, clean water, and medical care. The mother dog is used to make more puppies and earn money for the breeders.

E For example, mother dogs are used carelessly until they can no longer have puppies, and then they will be thrown away or killed (Progressive Animal Welfare Society). I think it's connected to animal rights. I think the animal can't speak; they can only bark, so they can't say anything.

As you can see, puppy mills are places that bad for where dogs live.

My Sentence

My research shows that the issue of daily stress is urgent because stress can cause heart disease, and you won't live as long as you should.

In other words, stress such as being late for work or doing bad on a test slowly adds up which makes you die sooner.

According to the Washington Post on Newsela, daily hassles can lead to increased blood pressure which puts you at risk for heart disease.

You can therefore see that daily stress is more dangerous than it seems and you have to avoid it as much as possible.

My Sentence

This week, taking Cornell notes helped me understand the reasons why leopards are endangered.

This means that many leopards are being hunted for their skin and bones so they are close to being extinct.

According to National Geographic, leopards are critically endangered due to poaching, prey scarcity, habitat loss, and fragmentation. In addition, evidence from wild cat conservation had shown as well.

It is important to understand the reasons why leopards are endangered. So we can help protect this magnificent animal.



THE BLAZE

Working Learning Acting **TOGETHER**

Exciting News from the Counselling Office!



Grade 12 student **Nina Dobrovodska** has been chosen as one of the world's elite **Lester B. Pearson International Scholars** for 2026! Out of thousands of top nominees worldwide, only some 37 students are selected each year. This is one of the most competitive and coveted awards for international students, celebrating incredible academics, creativity, leadership, and global impact!

Nina heads to the **University of Toronto, ranked #1 in Canada and #21 in the world** (Times Higher Education 2026) with an amazing full-ride package, that includes:

- Full tuition + fees for 4 years
- On-campus housing + meals
- \$2,000/year for books & expenses
- Exclusive extras: mentorship, global exchanges, hands-on learning, and top on-campus jobs

Congratulations to Nina and her proud family — the entire IST community is cheering you on!



THE BLAZE

Working Learning Acting **TOGETHER**

Last week, our school successfully held a campus blood donation event in partnership with the Tianjin Blood Centre.

Students and faculty from different countries and from Grade 12 took part, offering their heartfelt contributions to show care for life and to put the value of serving the community into action.



The event was orderly, warm, and uplifting. Many of our participants, including both students and teachers, were first-time donors—yet they all demonstrated remarkable courage and a strong sense of responsibility.





THE BLAZE

Working Learning Acting TOGETHER

We extend our sincere thanks to every donor and volunteer who made this meaningful event possible.





THE BLAZE

Working Learning Acting **TOGETHER**



INTERNATIONAL
SCHOOL of TIANJIN



DP Option Afternoon

25 February, Wednesday

2:30 pm – 4:15 pm

Han TC

Busses available:

- 13:30 pick-up from Aocheng
- 13:50 pick-up from Garden Villa
- 16:15 return from IST

Explore IB DP subject choices, selection requirements, and meet subject teachers, the DP Coordinator, and the College Admissions Counsellor.



IST: A world-class IB education with a personal touch.



THE BLAZE

Working Learning Acting **TOGETHER**

WEEKLY CCA
SPOTLIGHT
ANNOUNCEMENT

CCA Registration

Open

9 - 20 February

SIGN-UP ON
SCHOOLSBUDDY

**Scan to
register**



[Click to SchoolsBuddy Page](#)

Help needed?
Contact us through
email
activity@istianjin.org.cn



THE BLAZE

Working Learning Acting TOGETHER



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

Sketching Houses (Composition)



Thursday 26 February

9:00 – 12:00

50 RMB per person

Teresa Cano Painting Class

Scan to register





THE BLAZE

Working Learning Acting **TOGETHER**

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) 9-13 Feb				
Monday	Tuesday	Wednesday	Thursday	Friday
Yoghurt Fruit Cut	Carrot Cake Fruit Cut	Mini Pizza Fruit Cut	Banana Bread Fruit Cut	Cheese Sandwich Fruit Cut
Teriyaki Rice with Cheese 照烧芝士饭 Vegetable Sticks 蔬菜条 <i>Allergy: cheese, seaweed, sesame</i>	Pork Dumplings 猪肉水饺 Stir fry Vegetable 炒时蔬 <i>Allergy: wheat</i>	Beef Lasagna 牛肉千层面 Stir fry Vegetable 炒时蔬 <i>Allergy: milk, wheat</i>	Fried Chicken 炸鸡 Egg Fried Rice with Vegetables 鸡蛋蔬菜炒饭 <i>Allergy: wheat, egg</i>	Spaghetti Bolognese 意大利肉酱面 Stir fry Vegetable 炒时蔬 <i>Allergy: wheat</i>
Fruit of the Day	Fruit of the Day	Fruit of the Day	Fruit of the Day	Fruit of the Day
Nutritional reading over the week 每周营养分析	Energy 热量 (Kcal) 722	Protein 蛋白质 (g) 27	Carbohydrate 碳水 (g) 115	Fat 脂肪 (g) 22

23-27 Feb				
Monday	Tuesday	Wednesday	Thursday	Friday
Yoghurt Fruit Cut	Cookies Fruit Cut	Banana Bread Fruit Cut	Carrot Cake Fruit Cut	Ham Sandwich Fruit Cut
Pizza Margherita 芝士比萨 Stir fry Vegetables 炒时蔬 <i>Allergy: wheat, cheese</i>	Beef and Tomato Curry 番茄咖喱牛肉 Stir fry Corn 炒玉米粒 <i>Allergy: coconut milk</i>	Grilled Chicken in Pita Bread 烧饼夹鸡肉 Stir fry Shredded Potatoes 清炒土豆丝 <i>Allergy: wheat</i>	Steamed Pork Dumplings 小笼包 Stir fry Vegetable 炒时蔬 <i>Allergy: wheat</i>	Chicken Teriyaki 照烧鸡排 Stir fry Vegetable 炒蔬菜 <i>Allergy: soy sauce, wheat</i>
Fruit of the Day	Fruit of the Day	Fruit of the Day	Fruit of the Day	Fruit of the Day
Nutritional reading over the week 每周营养分析	Energy 热量 (Kcal) 722	Protein 蛋白质 (g) 30	Carbohydrate 碳水 (g) 109	Fat 脂肪 (g) 22

Weekly Menu (G3-G12) 23-27 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 意大利面搭配罗勒/番茄/奶油蘑菇 Stir fry Vegetable 炒时蔬 Roasted Egg with Herb 烤鸡蛋 <i>Allergy: cheese, egg (served on the side)</i>	Cajun Grilled Fish with Cheese 卡真芝士烤鱼 Baked Vegetables 烤时蔬 Roasted Potatoes <i>Allergy: fish, cheese</i>	Chili Con Carne 墨西哥炒牛肉 Steamed Black Beans 蒸黑豆 <i>Allergy: beef, soy sauce</i>	Turkish Shawarma 土耳其烤鸡腿肉 French Fries 薯条 <i>Allergy: wheat</i>	Chicken Schnitzel 炸鸡排 Stir fry Vegetable 炒蔬菜 Roasted Sweet Potatoes 烤地瓜 <i>Allergy: wheat</i>
Stir Fried Tomato with Egg 西红柿鸡蛋 Sautéed Spicy String Beans 干煸豆角 Steamed Rice 米饭 <i>Allergy: egg, soy sauce</i>	Ground Beef and Tomato Curry 番茄咖喱牛肉 Stir fry Vegetables 炒时蔬 Steamed Rice 米饭 <i>Allergy: coconut milk</i>	Stir Fried Chicken with Black Pepper Sauce 黑椒鸡片 Stir Fried Chinese Cabbage 白菜烧面筋 <i>Allergy: milk</i>	Stir Fried pork with Kimchi 辣白菜炒猪肉 Stir fry Vegetables 炒时蔬 <i>Allergy: soy sauce</i>	Sweet and Sour Fish 糖醋鱼片 Stir fry Mushroom with Chili 干锅杏鲍菇 Stir Fried Cabbage 清炒白菜 <i>Allergy: garlic, soy sauce, fish</i>
Spicy Ramen with Cheese 芝士辛辣面 Boiled Egg 煮鸡蛋 <i>Allergy: wheat, egg (served on the side)</i>	Grilled Chicken in Pita Bread 烧饼夹鸡肉 Stir Fried Potatoes 清炒土豆丝 Tossed Kelp Shreds 海带丝 <i>Allergy: wheat</i>	Pork Dumplings 猪肉水饺 Mixed Vegetables 什锦菜/蕨根粉 <i>Allergy: wheat</i>	Noodles with Beef Broth 牛肉面 Boiled Vegetable 煮蔬菜 <i>Allergy: wheat</i>	Tonkotsu Ramen 豚骨拉面 boiled Vegetables 煮蔬菜 <i>Allergy: wheat</i>
	Vegetables Curry 咖喱蔬菜 <i>Allergy: coconut milk</i>	Vegetable Dumplings 蔬菜水饺 <i>Allergy: wheat</i>	Noodles with Tomato Soup 番茄面 <i>Allergy: soy sauce</i>	Stir Fried Mushroom with Chili 干锅杏鲍菇 <i>Allergy: soy sauce</i>
Laver and Egg Soup 紫菜鸡蛋汤	Pumpkin Soup 南瓜汤	Red Bean Soup 红豆汤	Vegetable and Egg Soup 蔬菜鸡蛋汤	Tomato and Egg Soup 西红柿鸡蛋汤
Cream Puff 奶油泡芙	Donuts 甜甜圈	Chocolate Cake 巧克力蛋糕	Banana Bread 香蕉包	Cookies 卡通饼干
Nutritional reading over the week 每周营养分析	Energy 热量 (Kcal) 776	Protein 蛋白质 (g) 32	Carbohydrate 碳水 (g) 116	Fat 脂肪 (g) 24



THE BLAZE

Working Learning Acting **TOGETHER**

DIARY DATES

Friday - February 23, 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

23 February -
Sports Season 3 Starts
HSFB Practice 7

24 February -
MSBB Practice 1

26 February -
MSBB Practice 2

27 February -
CCA Session 2 Ends
HSFB Practice 8

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 (CCAs) (ying_guo@istianjin.org.cn)
- ☺ Ms. Durian Wang - Activities Officer (Sports) (durian_wang@istianjin.org.cn)
- ☺ Activity Office: telephone 022-28592003 / extension 8150.