

THE SKY IS NO LONGER THE LIMIT



Your Partner in Education

• CREATIVITY • ACTION • SERVICE
• INTERDISCIPLINARY LEARNING
at UNESCO World Heritage Sites

XIAN • FUJIAN HAKKA VILLAGE • MALACCA • BERLIN

about

Global Sapiens



Global Sapiens is a Hong Kong based educational organization that specializes in designing and conducting overseas study trips for local and international schools in Asia. What set us apart from others are our well-researched and learner-centric programmes, with the deliberate and extensive mapping of teachable opportunities at world-renowned heritage sites to key learning outcomes which match students' curricula in subject areas such as humanities, geography and liberal studies. Armed with learning materials produced by our team of academic professionals and through sound pedagogical approaches such as on-site exploring games, students will be engaged in meaningful endeavours and enjoy a holistic cross-cultural learning experience. Besides interdisciplinary programmes, we also offer CAS programmes (Creativity, Action and Service) for IB schools, and OLE programmes (Other Learning Experiences) for local Hong Kong schools, with the ultimate goal of helping our younger generations to be world-ready and learn to be responsible global citizen in the 21st century.

Sharing from our founder

The drive to start a business that combines travel with humanities education burgeoned in 2007 when I was pondering about the intergenerational issue of how culture is passed on to my children. My previous careers in engineering and management had afforded me wonderful travel opportunities and cross-cultural exposures, including living in Germany for five years. While I have gained new knowledge in foreign places, there were also unanswered questions about humanity as I globetrotted across continents. To me, this is part and parcel of life's journey of discovery and rediscovery, and provided the impetus for me to enrol myself in a Master degree programme in Anthropology in 2009. The programme has helped me greatly not only for self-enlightenment, but also in growing a deeper sense of mission for my company and the unique design of our overseas study programmes.

The work we do at Global Sapiens not only finds resonance in Anthropology's hallmarks of fieldwork and holistic interpretation of culture, but also in the IB curriculum and the new local curriculum of Liberal Studies. **Besides, the study of human cultures has shed light on the unique role of overseas cross-cultural travel for students. When students are away from their usual social and cultural comfort zone, when nothing is taken for granted anymore, a psychological condition conducive to deep reflection and spiritual uplifting is effectively created.** This is a process comparable to what was happening in the rite of passage and pilgrimage as analyzed by Victor Turner, a renowned cultural Anthropologist.

I derive a deep sense of satisfaction to see that through our programmes, students experienced this uplifting process and were inspired to reflect on others, themselves, their community and country, as well as the world at large.

This brochure is intended to provide a snapshot of what we at Global Sapiens are passionate about and capable of achieving. Should you have any interesting observation or issue to share, please do not hesitate to contact me.

Yours Sincerely,
Andrew Cheung, M.A. in Anthropology
Founder of Global Sapiens

OUR TEAM

ANDREW

M.A. in Anthropology



WALTER

PGDE; B.A. in History (CUHK)



AMY

Retired Teacher



LEO

Retired Teacher



SYLVIE

B.S. in Business Administration



SURE

PGDE; B.A. in History (CUHK)



● Our Core Programme Destinations

● Other Programme Destinations, please refer to our website www.globaledutour.org/english



The Activity Options in Our Core Programmes

Creativity

Action

Service

XI'AN



HAKKA



MALACCA



Interdisciplinary



BERLIN & environs

..... along with significant global issues at UNESCO World Heritage Sites...

Turn the page to find out more...



XI'AN

The Crucible of the Chinese Civilization

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"An intense and vivid insight to the early Chinese dynasties – this week in Xi'an has proved a real eye opener for all our parties, who thoroughly enjoyed the experience. Both the local and HK guides were excellent."

Toby Newton, Head of Lower School, International School Hong Kong

"This was an excellent trip for our students. They enjoyed all aspects of its learning so much about the cultural history. The guides were fantastically informed and know a wealth of knowledge about Xi'an, past and present!"

Jessica Smith, Teacher, South Island School

"I think that this trip was a very good experience, I have gained a lot of confidence in my speaking & writing (of Chinese). We were able to experience ancient and modern Chinese cultures in one trip."

Clara, Student (Age 15), Kellett School (A tailor-made cultural and language exposure trip)



Why Xi'an?

Xi'an became China's capital when it was first unified in 221 BC, and stayed as such for a major part of the 1st millennium AD until 907 AD – the end of the Tang Dynasty. Compared to Beijing or Shanghai, Xi'an was indeed the cradle of Chinese civilization. Xi'an will bring students back to the formative and consolidation years of "classic" Chinese culture, which is an important element for understanding the contemporary Chinese people.

Other global issues: China's Soft Power in the 21st century, Poverty gap, etc.

President Clinton visited Xi'an as his first stop in China in 1998



INTERDISCIPLINARY LEARNING THEMES

- 1** Qin, Han & Tang dynasties:
The laying of China's cultural foundation
- 2** Heritage conservation -
archaeology, why and how to conserve
- 3** Loess Plateau and
China Geography

Read about the learning outcomes derived from the themes above on our website

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Experiential Activity Highlights



Programme Features (Recommended)

Duration: 4 to 6 days

Group size: 20 to 40

Accommodation: 4-star hotel or equivalent

Transportation: Chartered air-conditioned coach

Meals: About 1/3 of all the meals are in buffet style offering both Chinese & Western cooking styles

Proprietary pedagogic approach:

Background reading, Exploring games with worksheets, Comics of historical figures

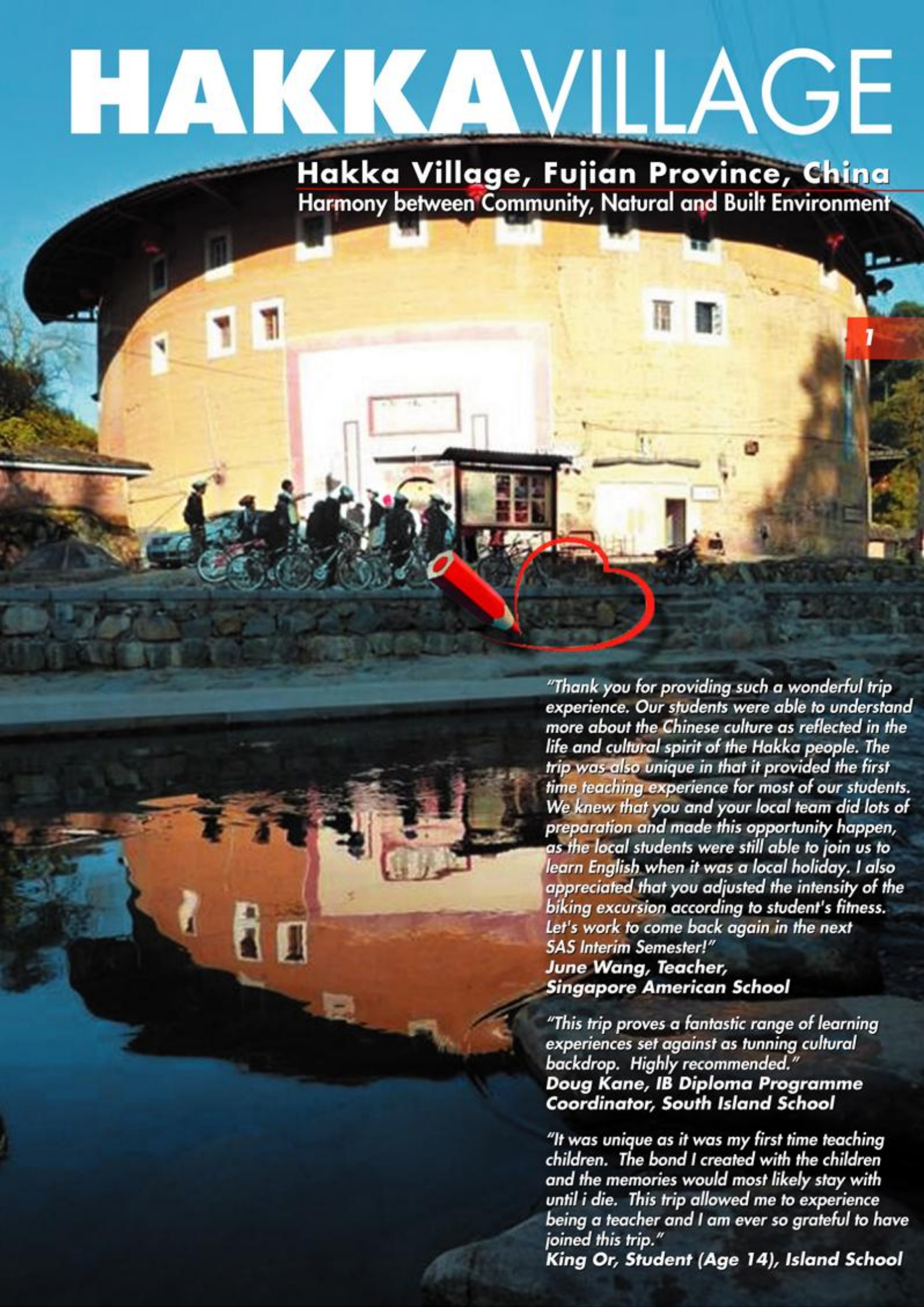
Programme focus: CAS or Interdisciplinary learning or Mandarin learning

Refer to our website for details including trip support and more site photos

- Community service (optional) – teach English and/or interact with local students through mutual language learning and buddy programs.
- Hike at Mount Huashan, one of the five ancient sacred mountains and part of the Qingling Mountains that separates north and south China
- DIY of terracotta warrior, traditional handicraft such as paper cutting, and traditional food such as dumpling
- Biking on Ancient City Wall (14km in a loop)
- Stroll and eat-like-a-local in the bustling ancient Muslim Quarter
- Exploring games at heritage sites to learn about the Chinese civilization in a fun way

HAKKA VILLAGE

Hakka Village, Fujian Province, China
Harmony between Community, Natural and Built Environment



"Thank you for providing such a wonderful trip experience. Our students were able to understand more about the Chinese culture as reflected in the life and cultural spirit of the Hakka people. The trip was also unique in that it provided the first time teaching experience for most of our students. We knew that you and your local team did lots of preparation and made this opportunity happen, as the local students were still able to join us to learn English when it was a local holiday. I also appreciated that you adjusted the intensity of the biking excursion according to student's fitness. Let's work to come back again in the next SAS Interim Semester!"

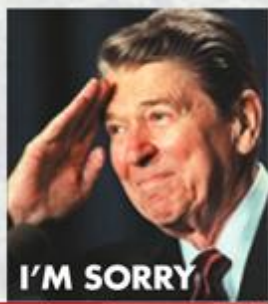
**June Wang, Teacher,
Singapore American School**

"This trip proves a fantastic range of learning experiences set against a stunning cultural backdrop. Highly recommended."

**Doug Kane, IB Diploma Programme
Coordinator, South Island School**

"It was unique as it was my first time teaching children. The bond I created with the children and the memories would most likely stay with until I die. This trip allowed me to experience being a teacher and I am ever so grateful to have joined this trip."

King Or, Student (Age 14), Island School



Hakka Tulou was mistaken by President Reagan for missile silo in 1985

Why Hakka Village?

In the remote mountains deep behind Quanzhou, the largest world sea port in the 12th century, live the Hakka or "guest" people. Their ancestors fled from China's heart land and built themselves a living environment so harmonious with the nature that UNESCO has recognized it as a World Heritage in 2008. By staying in one of the historical buildings and interacting with the locals in the village, you will learn about the essences of Chinese culture that Hakka people have been striving to preserve over the years, as well as realize how built environment in urban city has been affecting modern communal relationship.

Other global issues: Rethink urban life, The impact of being selected as UNESCO World Heritage site, etc.

INTERDISCIPLINARY LEARNING THEMES

- 1 Harmony in UNESCO's heritage rural village
- 2 Essence of Chinese culture kept in remote mountains
- 3 Experience rural life

Read about the learning outcomes derived from the themes above on our website



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Experiential Activity Highlights



Programme Features (Recommended)

Duration: 4 to 6 days

Group size: 20 to 40

Accommodation: Boutique hotel converted from Tulou of 200 years old

Transportation: Chartered air-conditioned coach

Meals: Local farm-style Chinese cooking with fresh ingredient directly taken from the field

Proprietary pedagogic approach: Background reading, Exploring games with worksheets

Programme focus: CAS or Interdisciplinary learning

Refer to our website for details including trip support and more site photos

- Live in Tulou (rammed-earth building) of 200 years old to experience the impact on communal life of natural as well as built environment, and to reflect on modern urban life
- Community service (optional) – teach English and/or interact with local students through mutual language learning and buddy programme
- Bike excursion of 25km to 50km to visit various UNESCO World Heritage Tulou
- DIY of traditional peasant art such as bamboo straw weaving and string puppet show
- Oolong tea leaves harvesting and processing; tea serving DIY
- Harvesting of various fruits such as mandarin and persimmon
- Exploring games at heritage sties to understand UNESCO's criteria and its impact in a fun way

MALACCA MALAYSIA

Natural Endowment, Colonization
Cultural Melting Pot, Ecology in Rain Forest

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"I really thought the DIY activities were unique, and throughout the trip, I realized that I was learning so much about different cultures everyday. For example, I thought the day when we taught the Indian kids in the orphanage, saw their prayers, and had their food was quite interesting. I thought all the experiences that we had in the trip was quite special."

Student (Age 12), South Island School

"This trip overall was one of the most extraordinary trips I've been to so far! The stuff we learned along with what we did really made this trip worth every penny/cent/dime. Definitely worth taking a look at the trip to the orphanage and school were amazing. Children might not have contributed but we tried our very best and got everything to work in the end."

Student (Age 12), South Island School

"I like this tour because of the passion of the tutor and the home stay family. I really enjoy the home stay, it also change my core value. I now really like the village life in Malaysia, because it's simple. I love Bachi (uncle), Machi (auntie) in my host very much, Excellent Tour!"

**Lee Yin Kiu, Student (Age 12),
St. Francis Xavier's College**



Why Malacca?

Strategically located in the sea route connecting the East and West, the rich Melaka Kingdom drew in Chinese, Indian, and, since the Age of Discovery in the 16th century, as well the Portuguese, Dutch and British colonizers. In this trip, students will trace how different ethnic groups and colonial powers mingled and left their marks in a city which is like being frozen for several centuries. This cultural melting pot will certainly stimulate thoughts about how contemporary cultures may interact as globalization intensifies.

Other global issues: Colonization, How cultures will interact in a globalizing world, Significance of rain forest, etc.

Malacca was granted the prestigious title of an Unesco World Heritage Site in 2008



INTERDISCIPLINARY LEARNING THEMES

- 1 Experience life in Muslim Malay farm village and its surrounding plantation
- 2 Tropical rain forest ecology and canopy walk
- 3 Dazzling cultural diversity in UNESCO heritage town of Melaka

Read about the learning outcomes derived from the themes above on our website

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Experiential Activity Highlights



Programme Features (Recommended)

Duration: 4 to 6 days

Group size: 20 to 40

Accommodation: 3-star boutique hotel converted from residence of British colonial officers

Transportation: Chartered air-conditioned coach

Meals: Different ethnic cuisines such as Portuguese, Peranakan, Indian and Malay

Proprietary pedagogic approach: Background reading, Exploring games with maps and worksheets

Programme focus: CAS or Interdisciplinary learning

Refer to our website for details including trip support and more site photos

- Community service (optional) – teach English and/or interact with local students through mutual language learning and buddy programme
- Interact with Muslim Malay plantation family, including the possibility of home stay, see the harvesting of various plantation crops
- DIY of sarong dress-up, and traditional peasant art such as batik painting, top spin, straw weaving, making and flying of kite
- Biking for half day among plantations
- Tree top canopy walk in rain forest
- Experience different ethnic cultures through their cuisines
- Exploring games at Malacca UNESCO World Heritage sites to understand Malacca's colonial past in a fun way

BERLIN & ENVIRONS

Mystic Germanic Cities
A Quintessential Gateway to European Culture

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"I am writing to express my complete satisfaction with our recent trip to Berlin. We were thoroughly impressed with the methodical way in which the trip was organized. Our hostel was very comfortable and I believe this added to the group experience. Excursions were appropriate and always ably led by yourself and the appropriate guides."

**Hywel Bennett, IB Diploma Programme Coordinator,
Beijing World Youth Academy**

"It is my pleasure to have the opportunity to take part in this meaningful tour, Germination. This is the first time I have been to Germany, and through different tasks and visits, I've learnt lots about the development, no matter historically or economically, of Germany."

Heidi So, Student (Age 16), Ying Wa Girls' School

"Very interesting visit, which help to understand Germany and its culture from different perspectives, and learn various aspect of German history. Hostels which provided by tour company was very good and clean, especially suitable for students who travel around. Thank you."

Roman, Student (Age 16), Beijing World Youth Academy



President Obama quoted in 2013 President Kennedy's solidarity pledge of "I am a Berliner" made in 1963 in the face of the Cold War

Why Berlin and Germany?

Europe was fragmented after the Western Roman Empire was conquered in 476 by the Goths, a Germanic tribe. Charlemagne, the leader of another Germanic tribe, emerged as a stronger power and was crowned by the Pope in 800. The Holy Roman Empire slowly emerged in the following centuries but its feudal system kept it decentralized and politically fragmented.

With a belated unification in 1871, modern Germany caught up and became a world industrial power. It impressed the world with its achievements in areas such as music, science and philosophy, but it also brought the world two devastating world wars. In this trip, students will experience Europe's rich culture, many aspects of which form the foundations of the modern world, as well as learn about how Germany has faced its own mistakes of the past.

Other global issues: War and peace; Stereotype, prejudice and antisemitism; European Union; Sustainable development; etc.

INTERDISCIPLINARY LEARNING THEMES

- 1** Experience European life style and culture in a fairy-tale-like medieval UNESCO's heritage town
- 2** Enlighten your artistic sense by learning about Royal court's architecture and art
- 3** Move your WWII history classroom to where it took place by doing themed visits or workshops in the actual sites
- 4** Inspire yourself with human ingenuity through interacting with world-acclaimed German technology

Read about the learning outcomes derived from the themes above on our website



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Experiential Activity Highlights



Programme Features (Recommended)

Duration: 8 to 11 days

Group size: 20 to 40

Cities to be visited: Goslar, Dresden, Wittenberg, Berlin

Accommodation: Hostel or 3-star hotel

Transportation: Chartered air-conditioned coach, occasional use of public transport within city

Meals: local cuisine, Chinese cuisine (optional)

Proprietary pedagogic approach: Background reading, Exploring games with worksheets

Programme focus: Interdisciplinary learning or DP History

Refer to our website for details including trip support and more site photos

- Stay in hostel in certain city to experience the common way of travel of youngsters worldwide
- Community service (optional) – help local museum to translate signboard into Chinese
- Exploring game at UNESCO World Heritage site to understand the significance of medieval city
- DIY of medieval figurines made of pewter
- Experience the life of medieval monks in a UNESCO monastery
- Learn to appreciate art masters' paintings in museum
- Go deep down a thousand-year-old UNESCO mining site in the Harz mountain and see how mining technology has evolved
- Interactive games in Volkswagen City and Science Centre
- Summer bobsled and cable car ride in the Harz Mountain

THE ACTIVITY OPTIONS IN VARIOUS DESTINATIONS

		UNESCO World Heritage Site	Community Service	Action	Creativity : Art, Craft, Music	Interdisciplinary Learning Themes	Language Learning
CORE Programme Destinations	Xi'an, China	√	English teaching	Hiking, Biking	Handiwork (Paper cutting, Terracotta warrior, Dumplings, etc)	The foundation laying of Chinese culture, Loess Plateau & Cave dwelling, Heritage conservation	Mandarin
	Fujian Hakka Village, China	√	English teaching	Biking, Tea leaves harvesting, Paddy field farming	Local peasant art (Weaving, Puppet, etc)	Harmony between community, natural and built environment	N/A
	Malacca, Malaysia	√	English teaching	Biking, Plantation harvesting, Rain forest canopy walk	Local peasant art (Batik painting, Weaving, etc)	Natural endowment, Colonization, Cultural melting pot, Ecology in rainforest	N/A
	Berlin & environs, Germany	√	N/A	Biking, Bobsled	Music, Pewter Medieval figurine, Glass blowing	Europe giving shape to the modern world, Harz Mountain mining, Modern car factory	N/A
OTHER Programme Destinations	Shaoguan, China	√	English teaching	Hiking, Rafting, Farm work	Music and dance of minority tribe	Adapting to the Environment (landscape, human, culture & religion)	N/A
	Kunming, China	√	English teaching, Farm work	Farm work	Local peasant art (Embroidery, Stone crafting, etc)	Minority ethnic groups, Material and communal/spiritual life in poor villages	N/A
	Singapore	N/A	N/A	N/A	N/A	Racial harmony, Nation building, Sustainable development	N/A
	Sri Lanka	√	English teaching	Rainforest trekking, Elephant riding, Safari, Farm work	Local peasant art (Handiwork with paper, gum & paints)	The spread of Buddhism, Post-colonialism, Biodiversity, Animal ecology	N/A
	Tauranga, New Zealand	√	Working with aboriginal community	Blokarting, Horeback riding, Canoeing	Aboriginal music and dance	Volcanic activity, Agriculture, Biodiversity, Aboriginal life	English
	Namibia	√	Working with tribal community	Sand dune walk, Desert quatebiking, Boat safari	Music and dance of minority tribe	Animal & sea animal ecology, Adaptation in desert, Tribal life	N/A

*Activities can be customized based on your school's needs. See our website for latest programmes offering

GLOBAL SAPIENS EDUTOUR LIMITED

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