



Chinese Traditional Games for Integration

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Summary

In this two-hour presentation, you will go through three balances in the Focus, Centering and Laterality Dimensions of Brain Gym® Basic ("BG101") respectively with Chinese traditional games as items in the learning menu. These games are selected for their quality of integrating the brain and body in different ways, such as crossing the body's different midlines for body-coordination, switching on the eyes and ears, hand-eye and hand-leg co-ordination, training the vestibular system, etc. After experiencing these games, it is easy for you to use them immediately in facilitating balances with adults and children in your own practice, or tailoring traditional games from your own culture in your balance facilitation. Equally important, just come to play and enjoy the fun!

Background and History

We have been using play, games, music and art in our kinesiology tool-kit since 1998 in Hong Kong in our private sessions with children and adults. We first got the inspiration from Touch For Health founder John Thie, D.C. After learning the use of Chinese 5-element metaphor balances from Dr. Thie, we started to realize that one could use ANYTHING as a metaphor for balance, including play and games, which children love and adults miss.

We plunged into our adventures of using all kinds of different things as a balancing tool right away. In the early experiments in using play and games, we were still very structured and dared not wander too "far" off. We used well-known structured games like Scrabble, The Monopoly, card games, and the like. However, we soon felt spontaneity was an important element in play. In our games tool kit, we also need something that encouraged it, apart from all those structured games.

We became very "nosy" and were "smelling" everywhere for spontaneity-encouraging games. And our answer

for the moment came from child-centered play therapy, which basically said the toys (tools) were not important. The client (the child) was. So long as the therapist could use the toy to prompt the client into the playing mode (in which therapeutic value was harvested), the toy and the therapist was good and suitable.

Amy got this inspiration while studying play therapy with Dr. Samuel W.C. Poon in Hong Kong in 2001. When he was lecturing on the type of toys that were supposed to be suitable in a playroom for a play therapist, he said, "It does not matter what toys you use, even the most basic toys. What matters is a good play therapist." The magic lies in the magician, not in his wand. We ourselves had to learn to be spontaneous in our own plays and in our balancing sessions.

After a few years of experimenting in private sessions, Amy summarized her findings and presented a paper in a Kinesiology conference held in 2004 in Hong Kong, "Using Play as a Tool for Kinesiology Balance."

In a winter weekend morning in 2004, Conrad rose from bed and found out our two kids at four and six then were already up and playing. They had used no toys and talked in gibberish. Everything was pure imagination and done by role-playing without any material thing. They were only vaguely following some traditional children's games from our Chinese culture. And they laughed so truly from the bottoms of their hearts. This stroke home for Conrad. Spontaneous play came from the playing mode of the person and traditional children's games would be handy in stimulating the person into his playing mode.

Then, we were ready to bring the idea to a group level. In 2007, together with Licensed Brain Gym® Instructor/Consultant Candy CHOW and a group of qualified Brain Gym® and Touch For Health Instructors from mainland China, Conrad created the first Move-To-Learn® Camp in China where children from primary two to five spent days doing brain integration balances by playing games

and doing movements. The results were great and children and parents gave reports on positive changes in children's behaviour, attitudes and relationships.

Integration



Fig. 1: Children participating in a Move to Learn® Camp in Nanjing, China in 2007 in which traditional integration games were played.

We follow the concept of "integration" as used in Educational Kinesiology. The primary interpretation is the simultaneous activation and functioning of both sides of the brain with lots of communications between them in the process, as depicted in BG101. The extended interpretation also includes the simultaneous activation and functioning of eyes, ears, arms and legs on both sides of the body, as described in Optimal Brain Organization ("OBO").

The Three Dimensions of BG101

In our design of the camps and programs, we first balance the Focus Dimension of the participants. Only when the person feels safe in the environment, the survival functions of the brain stem, he is willing to get out of the freeze mode into the moving mode of bodily operations involving the legs to start engaging the learning process. In this dimension, we look at how the person adjusts his focus front and back to take in information and comprehend. The traditional Chinese games used in this dimension are all leg games which primarily requires good body balance moving forward and backward to excel in those games.

Then, we proceed to balance the Centering Dimension, in which we explore how the physical body is organized around its centre of gravity to maintain the up-down balance. Since the Limbic System of the brain only retains inputs that arouse emotional responses and uninteresting details will simply be filtered out, keeping the person interested is all the more important if the teacher wants the learner to start the learning process after comprehending the inputs. What will a learner do when he finds something interesting? The eyes will look at it and the hands will reach for it. The hands are also the main tools of a person to organize his outer world.

In this dimension, we observe how the person controls his center in his up-down bodily balance and organizes comprehended inputs into interesting information for further processing. The traditional Chinese games used in this dimension are all arm and hand games which are fun to play and preferably involving constant changes in bodily balance and/or eye movements up and down.

Last but not least, we will balance the Laterality Dimension. When a person feels safe and finds something interesting, he begins to feel it (the gestalt brain function) and analyze it (the logic brain function). Within the body, signals from both sides of the cerebral cortex must travel across the left-right midline many times to learn it, until it is learnt or the fun dies out prematurely. Without the body, people also tend to look at what others are doing, tell people what they themselves are doing and hear everybody's verbal accounts of the situation in order to learn it. In this dimension, we notice how the person crosses his left-right midline to access and express information, thereby, communicating it. The traditional Chinese games used in this dimension are all games with an emphasis on eyes and ears; preferably demands continued changes of bodily balance left and right or fine motor control right on the midline; and preferably requires the eyes and ears to be projected to function on the opposite side.

The Five-Step Balancing Process

Naturally, we are adopting the 5-step balancing process as used in Educational Kinesiology as the "skeleton". We have devised some specific pre- and post-checks and replaced the list of Brain Gym® movements with traditional Chinese games in the "Learning Menu" as new "flesh and blood". We have offered only 3 games for selection in this paper. However, the list can be as long as your tool kit or research efforts can render. By all means experiment putting in your own traditional children's games to see what may happen. It must be fun, as what we have already experienced in our last 10 years or so.

THE BALANCING PROCEDURES

The Balancing Procedure for the Focus Dimension Using Traditional Chinese Games

1. Find your learning P.A.C.E. (drink some water; Brain Buttons; Cross Crawls; and Hook-Ups)
2. Set and P.A.C.E. the Goal (whether the goal feels positive, active, clear and energetic to you in the moment)
3. Do Pre-activities (choose one or more) -
 - do the quick checks and in-depth checks for Focus in BG101 (refer to P.50 of the latest BG101 manual); and/or
 - do the quick checks and in-depth checks for Focus in OBO (refer to P.38 of the OBO manual); and/or

- Walk the maze with your eyes for 30 seconds. Notice how far and fast you can go as well as how easily you can concentrate and still can comprehend the various possible routes in the maze (a game of focus and spatial comprehension by itself).
4. Choose one or more item(s) from the following traditional Chinese games list (see appendix for detail descriptions of how the games are played):
 - * Shuttlecock Match (踢毽子比赛)
 - * Old Eagle Chasing Little Chicks (老鹰捉小鸡)
 - * Zen Monk Ho (何济公)
 5. Do Post-activities - do whatever you have done as pre-checks to measure progress and notice changes.

Celebrate!

The Balancing Procedure for the Centering Dimension Using Traditional Chinese Games

1. Find your learning P.A.C.E. (drink some water; Brain Buttons; Cross Crawls; and Hook-Ups)
2. Set and P.A.C.E. the Goal (whether the goal feels positive, active, clear and energetic to you in the moment)
3. Do Pre-activities (choose one or more) -
 - do the quick checks and in-depth checks for Centering in BG101 (refer to P.48 of the latest BG101 manual); and/or
 - do the quick checks and in-depth checks for Centering in OBO (refer to P.37 of the OBO manual); and/or
 - The balance facilitator will randomly spread little wooden sticks of various colors on the table or the floor. The participant will shift the positions of as little sticks as possible to re-organize them into a meaningful pattern (a game of pattern recognition plus reorganization according to mental image on its own right).
4. Choose one or more item(s) from the following traditional Chinese games list (see appendix for detail descriptions of how the games are played):
 - * Stone, Paper, Scissors Up and Down the Stairs (猜楼梯)
 - * Throwing Coins (抛硬币)
 - * Marble Competition (弹子游戏)
5. Do Post-activities - do whatever you have done as pre-checks to measure progress and notice changes.

Celebrate!

The Balancing Procedure for the Laterality Dimension Using Traditional Chinese Games

1. Find your learning P.A.C.E. (drink some water; Brain Buttons; Cross Crawls; and Hook-Ups)
2. Set and P.A.C.E. the Goal (whether the goal feels positive, active, clear and energetic to you in the moment)

3. Do Pre-activities (choose one or more) -
 - do the quick checks and in-depth checks for Laterality in BG101 (refer to P.46 of the latest BG101 manual); and/or
 - do the quick checks and in-depth checks for Laterality in OBO (refer to P.37 of the OBO manual); and/or
 - Divide all participants into three groups. Groups two and three are invited to leave the room for a brief period while Group one is presented with a simple neighbourhood map of a certain block plus 6 simple cues to find the nearby bakery. After people in Group one have drawn out the map and written down the cues out of memory alone, Group two will be invited in. One member of Group one will present his map and cues to one member of Group two, who in turn will present to a member of Group three. The map and cues by Group three will be checked against the original map and cues afterwards (a game of communicating visual and auditory data by itself).
4. Choose one or more item(s) from the following traditional Chinese games list (see appendix for detail descriptions of how the games are played):
 - * Where from, where from, cock, cock guess! (何家何家何家猜)
 - * What time is it, Mr. Fox? (狐狸先生几点?)
 - * Fifteen-Twenty (十五、二十)
5. Do Post-activities - do whatever you have done as pre-checks to measure progress and notice changes.

Celebrate!

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APPENDIX A: TRADITIONAL CHINESE GAMES FOR INTEGRATION – FOCUS DIMENSION

■ Shuttlecock Match (踢毽子比赛)

Purpose: In this activity, the two groups of opponents on both sides of a low net are going to kick a shuttlecock to the other side, with the express purpose of landing it within the court of the opposing group. Every player must constantly stay alert, focusing their eyes on the shuttlecock but at the same time, keeping their peripheral vision on what everybody else is doing and their exact locations. While kicking the shuttlecock, the player must maintain a good bodily balance and activate both their gross and fine motor muscles.

Ages – primarily from 6 to ∞ if young at heart

Time – For a typical game (when one group has cumulatively won the predetermined points), it would last for 5-10 minutes, obviously depending upon the relative skill levels of the players involved.

Players – two small groups upto six each, whether they are adults and/or kids.

Location – preferably indoor, but outdoor is OK if no wind.

Equipment – a low net (the badminton net hung low will suffice), a shuttlecock and a court, the exact size of which depends on the number of players involved. Usually, a badminton court is good for two experienced teams of six each.

Instructions:

1. Before the game, both groups of opponents will stand on both sides of the net, which is about 1.2 meters above ground. You may adjust the height of the net to suit the skill levels of the players.
2. At the start, the lead players of both team will play one round of “stone, paper and scissors” game to determine who will serve first. The server will stand behind the base line of their side of the court when he kicks the shuttlecock. One point will be won when a team is successful in landing the shuttlecock in the court of the other side.
3. Usually, the team which has accumulated 6 points will win, though requiring 11 points is also very common. Very energetic players may opt for 25 points.
4. Each team may touch the shuttlecock with whatever body parts apart from the arms maximum three times (by three different players) and then, it must be off to the other side, or else their team will lose one point. For fresh players, the second kick can be done by the arm, but then, there must be a third kick by a body part before the shuttlecock will cross the net.
5. Players may not touch the net with any body parts for however brief a time period, or else their team will lose one point.
6. Apart from the serve, the shuttlecock may touch the net and the match continues. For the serve, the server

will serve again if the shuttlecock touches the net in the first serve. Two unsuccessful serves will mean a point lost and the right to serve goes over to the other side.

7. No body parts may cross the net to be above the court of the opponents, or else one point will be lost.

8. Players of the same team rotate to serve. Thus, if your team has six persons and you win after accumulating 6 points, each player may have the chance to serve once, but it depends.

9. In the maximum three allowed contacts with the shuttlecock before it is kicked to the other side, no player may touch the shuttlecock two times in a row, but may do so after a team member has kicked on it.



Fig. 2: Traditional Chinese painting showing children playing shuttlecock.

■ Old Eagle Chasing After Little Chicks (老鹰捉小鸡)

Purpose: Old eagle wants to grab chicks. Mother hen would not allow this to happen. She spreads her wings wide. Frantic little chicks are hiding behind her. What must be done for the old eagle to be able to reach for a chick? What must be done for the mother hen to protect all her chicks? What must be done for the little chicks to remain safe? This game stresses tactics, well-devised plans, and prompt execution in space for rewards, on all three roles. All must stay cool and focused, use their widest peripheral vision, and react to sudden, often unexpected changes in the shortest time to keep oneself clear of danger or right in the centre of actions. They must constantly comprehend the situation and move with their legs to cope.

Ages – primarily from 6 to ∞ if young at heart

Time – For a typical game, it would last for 5-10 minutes, depending upon the strengths of the players involved.

Players – a small group of players maybe upto 20, whether they are adults and/or kids, though theoretically, the upper limit is only determined by the space available.

Location – preferably outdoor, but indoor playground is OK, too.

Equipment – just lots of space.

Instructions:

1. Before the game, one person is assigned or volunteers to be the old eagle trying to catch little chicks. Another person is assigned or volunteers to be the mother hen trying to stop the old eagle from touching any of the little chicks. Others will be little chicks avoiding any touch from the old eagle.
2. At the start, mother hen and the little chicks will discuss a little bit about how to avoid being grabbed by the old eagle and how to protect them from being grabbed.
3. When the strategy is set, the game begins with old eagle approaching, doing whatever he can to divert attention, finding loopholes in the chicks' strategy and grab a chick, which is a mere touching on the chick.
4. The mother hen may obstruct but not attack.
5. The old eagle may reach for but not hit
6. The little chicks may only avoid and run.



Fig. 3: A group of primary school students in the Qinghai province in China playing "Old Eagles Chasing After Little Chicks" in 1964. The tent was their classroom and the open field, their school playground.

■ Zen Monk Ho (何济公)

Purpose: Zen Monk Ho was a legendary hero with a big heart and supernatural powers who would help the poor and the exploited against oppressive governing nobles or wicked rich landlords. In this activity, a bad guy was bullying (chasing after) the underprivileged (other participants in the game). Both the participant(s) role-playing the bad guy(s) and other participants role-playing the underprivileged must be constantly changing spatial positions as fast and/or abrupt as their legs can carry them, maintaining bodily balance (especially forward and backward) all the time while their eyes and ears are out there watching out for the whereabouts of the others. It is a game of wit, flexibility, leg muscle strength, body balance and hand-mouth-brain coordination.

Ages – primarily from 6 to ∞ if young at heart

Time – For a typical game, it would last for 5-30 minutes, depending upon the strengths of the players involved.

Players – a small group of players maybe upto 20, whether they are adults and/or kids, though theoreti-

cally, the upper limit is only determined by the space available.

Location – preferably outdoor, but indoor playground is OK, too.

Equipment – just lots of space.

Instructions:

1. Before the game, one person is assigned or volunteers to be the bad guy trying to catch others. Others will run away from the bad guy.
2. At the start, participants will scatter and the bad guy will chase after people.
3. When the participant is about to be caught, he will yell "Zen Monk Ho" and at the same time, stop running to hug himself.
4. If the participant is successful to yell "Zen Monk Ho" and hug himself before the bad guy touches him, he has got immunity (being helped by the supernatural powers of the Zen Monk Ho). He will stand right there without participating until some other participating player without immunity touches him. Then, he may run and be chased after again.
5. If the participant is not successful, he will become a bad guy, too. He will join hands with the other bad guy(s) to chase after participants.

APPENDIX B: TRADITIONAL CHINESE GAMES FOR INTEGRATION – CENTERING DIMENSION

■ Stone, Paper and Scissors up and down Stairs (猜楼梯)

Purpose: In this activity, the two opponents will devise strategies to keep winning in the "stone, paper and scissors" game so that the winner will be allowed to advance up the stairs the fastest (one win will be translated into one step up). The opponents must be performing appropriate hand gestures, constantly communicating and at the same time moving up (or up and down) the stairs, keeping their bodily balance in the process.

Ages – primarily from 6 to ∞ if young at heart

Time – For a typical game (when one participant has reached the top of the stairs), it would last for 5-10 minutes, obviously depending upon the number of stairs involved.

Players – two, whether they are an adult and a kid, two adults or two kids.

Location – indoor or outdoor, so long as there are stairs.

Equipment – stairs.

Instructions:

1. Before the game, both opponents will stand at the bottom of the stairs.
2. At the start, the participants play one round of "stone, paper and scissors" game. The winner will advance one step up the stairs. The loser will either stay at the same spot or go one step down the stairs. It all depends on

how much excitement and competitiveness the players want to inject into the game.

3. This will go on and on until one of the participant has reached the top of the stairs to become the winner.

4. The game is slower in pace, suitable for people who wants competitiveness but no body contacts. However, they can easily adjust the pace and competitiveness.

5. It constantly requires the participants to stand balanced on and look up and down the stairs, very suitable for up-down integration.

■ Throwing Coins (抛硬币)

Purpose: In this activity, the opponents will constantly be adjusting their strategies to win the most coins of the highest denominations before all others so that at the end of the game, he will become the richest man and the ultimate winner. It involves much projection of vision from the coin at hand downwards to the target coin on the ground and back up again when doing the aiming. It requires accurate eye-hand coordination when the actual throw is made. The player receives instant positive or negative reinforcement according to the result of the throw and is motivated to really learn the trick of eye-hand coordination. The side effects are : participants must always be calculating the risk and the potential gain involved to decide on his tactics and actions to excel in this game. Kids who have becomes expert players in this game usually get obvious improvements in their arithmetics.

Ages – primarily from 6 to ∞ if young at heart

Time – For a typical game (when all the coins available have been won), it would last for 10-20 minutes, obviously depending upon the number of players involved and the number of coins available.

Players – a small group from ideally 2-6, whether they are all adults, all kids, or some adults and some kids.

Location – indoor or outdoor, ideally with a circle of 5 meters in diameter.

Equipment – coins of various denominations.

Instructions:

1. Before the game, every player will be apportioned a certain amount of coins (usually of the lowest denomination for a reason the reader will soon know), for example, ten 10-cent coins. The order of who will go first, second and so on is pre-determined, too, by lucky draw or whatever method deemed fair.

2. There will be minimum three (and usually four) designated shooting positions from where the participants may choose to make their shots when it is his turn to throw. All the rest of the available coins will be randomly spread out in the space at the centre of the shooting positions with coins at a minimum of 2 meters away from any of the shooting positions.

3. The first participant will go to either one of the shooting positions to make the first throw, say, with the coin

hitting the ground first. Then, he will lose his coin and his right to a second throw in this round.

4. One may lean over the upper body to reach out to make the shot but the head must be above the waist level and the legs must be kept straight. Some kids with exceptional flexibility may bent so low even with straight legs that they may actually touch the target coin!

5. The second participant will go to either one of the shooting positions to take his turn to make his first throw, say, hitting some other coin accidentally but not the one he has aimed at. No problem! So long as the shooting coin touches another coin before landing on the ground, the thrower may take the coin being hit as reward and may pick up his shooting coin. He will again choose his shooting position to make his second throw in this round with the shooting coin. This will continue until the second participant misses and must give up his shooting coin and the right to throw a coin.

5. The third participant and the rest of the participants will take turn to make their throws, being rewarded or punished by the same rules as described above.

6. And it goes round and round until all the coins on the ground have been picked up; or when it is obvious someone has definitely collected the biggest fortune out of the coins available; or the remaining coins are too far off to aim and hit. None wants to jeopardize his good shooting coins for these unreachable coins.

■ Marble Competition (弹子游戏)

Purpose: In this activity, the contestants will constantly be adjusting their strategies to win the most marbles from others while minimizing his own losses to others. During the game, he will manage the spatial organization of all the marbles in the playing field by shooting his marbles to bump against other marbles. Eye-hand coordination, fine motor skills of the thumb, depth and direction perception of the eyes are all important developmental skills for a player to excel in such a game. Understanding the big picture and devising appropriate tactics is a key to success.

Ages – primarily from 6 to ∞ if young at heart

Time – For a typical game (when all the marbles available have been won), it would last for 10-20 minutes, obviously depending upon the number of players involved and the number of marbles available.

Players – a small group from ideally 2-4, whether they are all adults, all kids, or some adults and some kids.

Location – indoor or outdoor, flat surface, ideally with a circle of 2 meters in diameter.

Equipment – marbles of various colors (one color for each player) but same size.

Instructions:

1. Before the game, every player will choose his color marbles, usually 10 pieces. The order of who will go first, second and so on is pre-determined, too, by lucky draw or whatever method deemed fair.

2. All the marbles will be well mixed in a bag before being randomly spread out in the playing field, a flat circle of about 2 meters in diameter.
3. The first shooter will pick up one of his own marbles and shoots from its position at someone else's marble with the intention to bump it out of the circle. If successful, the shooter may own that marble(s). If the shooting marble also strays out of the circle after collision, it will be placed right inside from the spot where it has gone out, which means it will be preyed upon very soon as an easy target. Then, the shooter will evaluate the whole situation to decide on his next move, i.e. which marble to pick up to shoot at which marble. This will go on until the first shooter is not able to bump others' marble out of the playing field. Then, it is the turn of the second shooter.
4. There is a restriction on how the marble may be shot. You pick up your marble, cradle it in your loose fist in the curvature of the index finger. Land your index finger on the spot where you have picked up your marble, aim, and shoot the marble out with the sudden push of your thumb.
5. Like the adult and western version of this marble competition, i.e. Snooker and Billiard, expert child players will consider the angle and force of collision, not only for bumping the first marble out of the playing field, but also for re-positioning remaining marbles to facilitate his ensuing moves, whether to continue to attack others' marbles or to protect his own.
6. The shooter may go into the playing field but may only touch one marble of his own as the shooting marble.
7. One shot may yield several marbles if more than one are bumped out. If some of the shooter's marbles are out, too, they will be placed right inside from the spots where they have gone out.



Fig. 4: Boys playing marble games at school during a traditional Chinese games day in December 2007 from www.xinhuanet.com

APPENDIX C: TRADITIONAL CHINESE GAMES FOR INTEGRATION – LATERALITY DIMENSION

■ **Where from, where from, cock, cock, guess!** (何家公鸡何家猜!)

Purpose: In this activity, the participants must do several things at the same time and each thing must be done at the appropriate timing. It requires high concentration in the moment on whatever is happening. It requires flawless coordination among verbal cues, hand gestures, brain decisions and sequencing of actions, just like what is required of you when you are engaged in a verbal communication.

Ages – primarily from 6 to ∞ if young at heart

Time – For each game (when the winner is determined) would last for as short as 10 seconds upto as long as 10 minutes or more, depending on the relative skill levels of the participants. However, interested players would usually play a series of games nonstop which will easily go over 20 minutes, if not more.

Players – two, whether they are an adult and a kid, two adults or two kids.

Location – indoor or outdoor, wherever.

Equipment – both arms.

Instructions:

1. At the start, play one round of "stone, paper and scissors". The winner will be a cock and the loser, a chick, in the coming first round of action. If it is a draw, both will be a hen.
2. In the first round of action, (2.1) clap your hands in front of your chest and at the same time, say "where from"; (2.2) then, the winner of the last round of "stone, paper and scissors" will hold palm to palm above the head (signifying the crown of the cock) and at the same time, say "cock, cock" while the loser will hold fist to the side of the waist (signifying the small wings of a chick) and at the same time, say "chick, chick". If it was a draw in the last round of "stone, paper and scissors", both will hold palm to palm at the back (signifying the tail feathers of a hen) and at the same time, say "hen, hen"; (2.3) then, again, clap your hands in front of your chest and at the same time, say "where from".
3. Another round of "stone, paper and scissors", say "guess" while doing your hand gestures at the same time, to determine who is cock, chick or hen at the next round of action. And it goes on and on in cycles of the two actions.
4. Winning and losing is not determined by the result in the "stone, paper and scissors" section, but in every act in the whole process, whether you are doing the right thing at the right timing. For more advanced players, you may accelerate to confuse your opponent.

■ What time is it, Mr. Fox? (狐狸先生几点?)

Purpose: In this activity, the participants will keep a keen focus on what Mr. Fox is saying and doing, and they will react accordingly. It trains up the person's auditory skills and how soon an auditory signal can be received and interpreted by the brain, a decision can be made and translated into kinesthetic reactions.

Ages – primarily from 6 to ∞ if young at heart

Time – For a typical game (when Mr. Fox is successful in catching its "prey"), it would last for 1-3 minutes. However, interested players would usually play a series of games nonstop which will easily go over 20 minutes, if not more.

Players – a small group, ideally upto ten persons, though theoretically, there is no upper limit.

Location – indoor or outdoor, so long as there is room to run around.

Equipment – marking tapes.

Instructions:

1. Before the game starts, a participant will be picked to play the role of Mr. Fox (whether by lucky draw, volunteering or "majority tyranny"). All the rest will be the prey targets of Mr. Fox.
2. At the start, the participants will be standing behind the starting line. Mr. Fox will be standing at a fixed point some six meters (this distance is changeable according to circumstances) away from the starting line, facing the participants.
3. The participants will yell, "what time is it, Mr. Fox?" Mr. Fox will say (randomly or cunningly) an hour from one to twelve. Then, the participants will walk that many steps towards Mr. Fox, in steps that can be very big, very small or average, according to the risk appetite of the person.
4. This goes on and on and the participants will go nearer and nearer to Mr. Fox. When Mr. Fox feels a certain target is close enough to be caught, he will yell "12" (the time for catching prey) and run towards his target at the same time.
5. When the participants hear Mr. Fox say "12", they will turn and run back behind the starting line (the safety zone) as fast as they can.
6. If none is caught before the starting line, things start all over again (step two above). If someone is caught, he will become the new Mr. Fox and the old Mr. Fox retires into the group of prey targets.
7. There is no winning and losing, just a safe and happy transition of authority, Mr. Fox, from one participant to the next.

■ Fifteen-Twenty (十五、二十)

Purpose: In this activity, the opponents will keep a keen focus on what the other side is saying and doing, and anticipate what they are going to say and do. At the same time, one must resist the temptation of doing what the opponent is saying and doing. It trains up the person's auditory and oral communication skills. The secret of success in this game is to emit "foggy" signals to "cloud" the opponent's perception while at the same time, decode the other side's intentionally-confused signals to accurately anticipate his future actions and sometimes, even manage his future sayings and doings by "hypnotizing" him to follow yours. Such special communication patterns in this game is the essence of it.

Ages – primarily from 6 to ∞ if young at heart

Time – For a typical game (when one party's action is correctly anticipated two times in a row), it would last for 10 seconds to 3 minutes. However, interested players would usually play a series of games nonstop which will easily go over 10 minutes, if not more.

Players – in pairs

Location – indoor or outdoor; does not matter.

Equipment – two hands.

Instructions:

1. Before the game starts, the pair of contestants play one "stone, paper and scissors" game to decide who will guess first.
2. At the start, the contestants will face each other squarely, sitting or standing. Both will raise forearms up with hands in loose fists.
3. When the guessor feels the time is right, he will suddenly yell out a certain number selected only from the following list : 0, 5, 10, 15 & 20. At the same time, the guessor's hands may do a certain act selected only from the following list : both hands still in fists; left in fist and right opened; left opened and right in fist; both hands opened.
4. Across on the other side, the one being guessed will just decide which one of the four hand gesture options to act out.
5. For example, if party A yells out 15 with left hand in fist and right hand opened. The party B's action is both hands in fists. For both persons together, spread-out fingers in total is only 5 but A's guess is 15. Thus, the guess has been wrong and the roles will be shifted. In the next round, B will become the guessor and A, the guessed.
6. In this second round, if B stays very calm and still just to suddenly yells out loudly 20 with both hands opened. A is a bit startled and inadvertently follow suit to have both hands opened. In this case, for both persons together, spread-out fingers in total is 20 and B's guess is also 20. Thus, the guess has been correct and B will continue to guess.

7. Before A can catch his breath again and is still dismayed by the unforced error just made, B yelled even louder – 0, and closed both his fists, just when A is thinking of being ought to close his fists in the last round. Thus, A again follows the suggestion and does close both his fists. Since there is no spread-out finger whatsoever, B is of course correct again. A's actions have been guessed right two times in a row and so, he loses in this game this time.

8. If B can only get the first time right but not the next, the winner is not determined yet and the roles will be shifted. A will again guess.

Conrad Ho Siu Chan is an explorer, adventurer, facilitator and coach of personal growth and natural healing. His mission statement is to facilitate the restoration, consolidation and improvement of the balanced state in himself and others who chooses to, so that they may actualize themselves even better. He is now experimenting various means to this effect. To him, the most interesting and promising among them up till now are various movements in various traditions (e.g. Pilates, Gyrokinesis, Qigong, Chinese martial arts, etc.), spontaneous play (e.g. traditional games that kids of various cultures play), expressive arts (e.g. drawing, singing, role-playing, dancing, music, etc.) and traditional Chinese medicine theories and practices. He has crystallized some of his insights into the Rest Camp series (about "installing" the relaxed state as the default state in daily life), Balancing Retreat series (about in-depth studying of balancing skills and in-depth adjustments in the balanced state) and Move to Learn® (learning-enhancement activity programs following the principles of movement-based learning) series of workshops. These are now offered in various places in China. Conrad is one of the two founders and directors of Brain Body Centre Ltd. in Hong Kong, an Associate International Faculty member of the Educational Kinesiology Foundation for China and a Touch For Health Trainer for China in the International Kinesiology College.

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