

# Collaborative Games

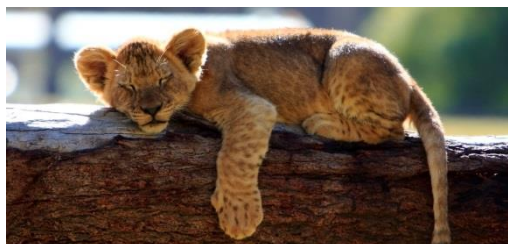
## 1. Who's missing?



The whole class sits in a circle facing out and closes their eyes. The teacher chooses one child to sit in the middle of the circle and covers them with a sheet. The class turns around and guesses who is under the sheet.

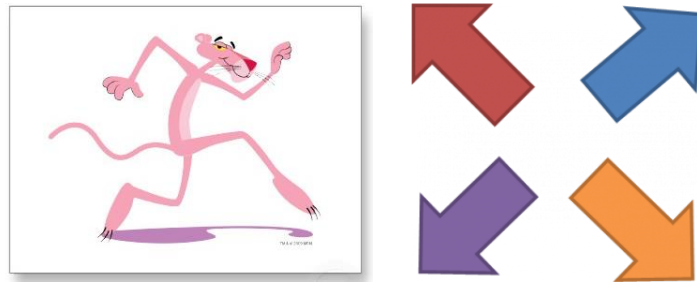
**Variation:** One child (the 'detective') leaves the room and the others keep their eyes open while one child is being hidden so that they are also in on the secret. The 'detective' then returns and guesses as before.

## 2. Sleeping Lions



Everyone lies as still as possible (like sleeping lions) while the teacher tries to detect any sign of movement (good for the end of the end of the day or when the class needs to calm down).

### 3. Four Corners



A good wet day game. The purpose of the game is to practise moving as quietly as possible as a group.

One child sits blindfolded in the middle of the room. As the teacher counts backwards from 10 down to 0, the children all move from the centre of the room to a corner as quietly as possible (they can go to different corners). The child in the middle chooses a corner (e.g. the noisiest corner). Those in that corner either a) sit down for the next turn (but jump up again for the following turn) or b) get one letter of “Sssh!” by their name on the board (the exclamation mark counting as one as well), then sit down for the rest of the round.

### 4. Follow the Leader plus



Great filler for young children and can get quite creative – e.g. stop, go, hop, jump, skip, march, cartwheel, tiny steps, giant steps, forward, backward, straight, slowly, quickly, zig-zag, tiptoes, through hoops, along a line, stomping in (imaginary) puddles, running jump, star-jump, jump to the sky, gallop, jump like a rabbit, flap like a butterfly, walk like an elephant, jump like a kangaroo, melt like ice, pull in a waka, push something up hill, fly like superman.

*Great to do in Te Reo whenever possible.*

## 5. Polite Peter

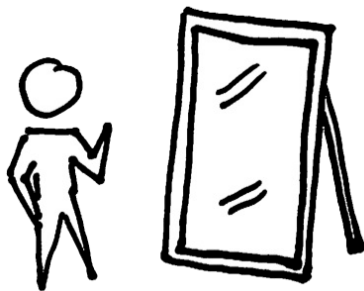


Simon says with a courtesy twist. If the instruction is preceded by “Please...” the children should do it. If not, they shouldn’t.

Get creative with the instructions, e.g. “Please make bunny ears.” (See Follow the Leader for more ideas).

If children make a mistake, they could a) sit down for one turn, b) twirl around, or c) sit out until the end of the round.

## 6. Mirrors



The children work in pairs to mirror each other’s actions. Select one person to be the mirror for the first round and then swap after a few minutes. After both children have had a turn, change partners. It may pay to lay down some ground rules, so that the mirror doesn’t feel obliged to do something they are not comfortable with (e.g. no fingers up noses). You could set the scene, e.g. they are doing their morning routine, doing their exercises or practising a dance.

## 7. Tray Dictation



Place a number of objects (which may or may not be numbered) on a tray or in a box which is hidden behind a screen or in a separate area. The children work in groups of two or three. One person draws or writes what they are told by the runners. Only one runner from each group can go at a time and they may not write, draw or point when explaining to their scribe (hands behind backs works best). The runners go backwards and forwards until they have described everything on the tray.

If done as a picture, the runners need to explain with accuracy the location of each object. If done as a list, the accuracy of the description is key (for older children at least); points could, for example, be given for each correct descriptive word (e.g. a small, sharp, pink pencil). For younger children, just naming the item is sufficient.

Another version of this game uses Cuisenaire rods, blocks, lego, playdough or clay. Each group has an identical set of rods/blocks or playdough/clay. One set of the rods/blocks are arranged on the tray in a particular pattern (stacked on top of/beside each other). Alternatively, the playdough/clay is moulded into a shape. The runners describe this configuration to the makers, who reconstruct it.

## 8. Secret Identity



Enough pieces of paper/post-notes should be prepared to allow one per person. On each should be written the name of either an animal, person, place, profession, object or concept (depending on the age of the students). These can be taped either to foreheads or backs.

**Version 1:** All students play simultaneously (with their secret identity taped to their foreheads/back). They mingle and can ask each other and answer one yes or no question with each person they meet. Even if they have discovered their own secret identity, they can still answer questions for others. It may be helpful to set a timer.



**Version 2:** One student is guessing their new secret identity while the others sit in a circle and can answer questions the guesser poses (either one by one or as a group).

**Version 3:** One person knows their secret identity and the others ask questions to find it out (20 questions style).

## 9. Fun Employment



- Select a few people to be the employers (two or three) and others (three or four) to be the job applicants.
- Announce the position that is being applied for – these should be a bit unusual – e.g. astronaut, candyfloss maker, school bus driver, ant farmer, superhero, chimney sweep, cardboard box designer.
- Give the employers a few minutes to compose questions to ask.
- Meanwhile, the applicants choose two to four cards on which are written unusual qualifications, characteristics or equipment/object and read them.
- The employers interview the participants by asking them questions in turns. The applicants have to give clues to their qualifications/characteristics/equipment in their answers without being too obvious. They can use a mixture of verbal answers, props and drama to respond.
- The ‘employers’ try to guess the secret objects and characteristics and keep asking questions until they’re ready to guess (they can confer if necessary).

### **Variation:**

The participants are late to the interview and can only look at one card at a time as each question is asked, so they have to think more on their feet.



## 10. Collaborative Statues



Play music for the children to dance/move to. When the music stops either:

- a) call out a “Person to Person” command (e.g. elbow to elbow, heel to toes) at which the children form pairs or threes and place their elbows (etc.) together,
- b) as above, but add a movement (e.g. while hopping/ jumping/ turning around),
- c) call out a number and an object to form (e.g. 5 people – a car) and the children then race to form a statue in groups that resembles the object (for younger children, this could just be a number or letter),
- d) a shape, number, colour or object is called (in Te Reo or English) out the music stops, and all of the children race to something in the room that fits the description. They should help each other to find something appropriate and share hand/foot space. This can be done with existing equipment or mats/paper placed on the floor and blu-tacked on surfaces/walls/windows etc. It works best when there are not enough of any one type, so the children need to share.

## 11. Captain's Coming!



Played like statues (the music is going and when it stops the children freeze in a particular position), but the positions are fixed:

**“Captain’s coming”** – the children stand at attention, salute & say “Aye aye, Captain”

**“Scrub the decks”** – get down on all fours and scrub

**“Hit the deck”** – lie flat on the ground

**“Peg-Leg the Pirate”** – stand on one leg, with the other bent up

**“Crow’s Nest”** – make a ‘telescope’ with their hands, look through it and call out “Ship’s ahoy!”

**“X marks the spot”** – cross their arms to make an “x”

**“Walk the plank”** (optional) – put one foot in front of the other and put their arms out for balance

**“To the bow”** – run to the front of the class

**“To the stern”** – run to the back of the class

**“Port”** – run to the left side of the ‘ship’

**“Starboard”** – run to the right side of the ‘ship’



## 12. Key Punch



The context of the game is that the children have to punch in the secret code (1 to 20 in order) as quickly as possible in order to save the world.

### **Set up:**

- Carpet squares (or similar) numbered 1 to 20 are placed randomly inside a border marked out by tape/chalk/cones.

### **How to Play:**

- The children take turns to run into the space to jump on the numbers in order.
- Only one child is allowed in the space at any one time, and can only stamp on one number and only on the next number in the sequence (or else the world blows up and the game resets).
- The children need to strategise in order to complete the code as quickly as possible. Give them a few minutes to think about this first before starting the game.
- Set the time according to the age of the children/junior youth (1 minute, 2 minutes, 30 seconds). Try a few times to see if they can beat their own record.

### **Variation:**

- For older children or junior youth, the code could be in reverse order from 20 down to 1.

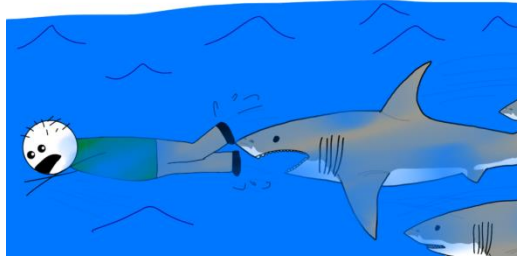
### 13. Name Chase



*Based on Duck, Duck, Goose, this game helps everyone learn the children's names.*

1. The children sit around in a circle, facing each other.
2. One child is chosen to be "it" first.
3. The child who is "it" stands up and walks around the outside of the circle tapping each child on the head and saying their name, with prompting if necessary.
4. At some point when he taps a child on the head, he will say the name of the group instead (i.e. the class name or just "Summer School").
5. The chosen child must now jump up and chase the first child around the circle, trying to tag "it" before he can sit down in their place.
6. If he succeeds, "it" has another go. If he fails, he takes over as "it".
7. If the children are less familiar with each other, it could be reversed, i.e. "it" says "Summer School, Summer School, Summer School, and then names a child they are familiar with, who becomes the chaser.

## 14. All Aboard!



This is similar to the justice game in Grade 1 but with music.

The purpose of the game is for the participants to work out how to support each other to share increasingly limited resources.

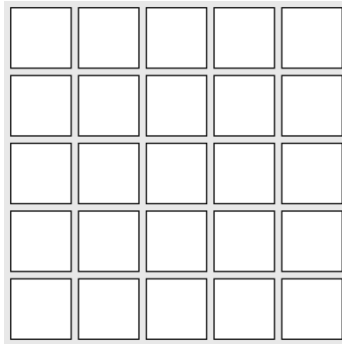
### Version 1:

- Use a large sheet or a tarp to represent a 'shrinking island' (*feel free to set the scene re: the impact of climate change on the Pacific Islands*).
- Play music and have the participants move around ('swim') or dance to the music off the island.
- As soon as the music stops (you could call out "Sharks are coming!"), everyone jumps on the island. Nothing may touch the floor.
- Then everyone jumps back off ("Sharks are gone!") and moves around the island again.
- The teacher reduces the size of the island slightly each time and the process is repeated.
- The first few times, this should be reasonably easy, but as the island shrinks, the participants have to help each other more for everyone to stay on the island safely.
- *Optional: You could have a few sharks waiting in the corners of the room to catch the swimmers when the music stops (they could swap roles if caught, i.e. the shark becomes a swimmer and vice versa).*

### Version 2:

- Use carpet squares, cushions or chairs (being mindful of safety) and follow the same process as above, except remove one each time so there are less and less, and the participants have to think carefully about how to assist each other to share the shrinking resources.

## 15. Minefield/Quicksand



Draw out a grid (e.g. 6 x 6) with chalk on concrete, or use carpet squares (or similar) to make a grid in a room.

The task is for the class, together or in groups, to cross the swamp on the only safe path (which is hidden under the surface). If they get off the path, they will become stuck in the mud (or return to the end of the line).

Draw up the grid on a piece of card and mark one correct path across the room from one corner to another. Only the teacher can see this.

The children then take turns at trying to guess the correct path by stepping onto a square. If they are correct, they can advance and try another square. (They can only move one square at a time.)

If at any point they step off the path they become stuck (or sink and return to the back of the line), then the next child tries. The task is to reach the other side before the whole group is stuck.

*Junior youth can take turns at setting the path after the first round (have grids drawn up ready).*

**Variation 1:** The teacher has the map which shows where the mines/quicksand traps are (but no fixed path). The children take turns to try to cross and are 'out' and return to the end of the line if they stand on a mine/trap. The other children have to try to remember which squares were unsafe.

**Variation 2:** As for variation 1, but the children work in teams to cross. The first person in each team to cross has the map (or one person from each team is waiting on the other side with the map), which they then use to guide the next person across verbally. The second person guides the third person and so on. The groups are trying to cross concurrently, so they have to listen carefully for instructions.

## 16. Crossing the Lavaflow/River



- The participants work in teams of about six to cross a space (e.g. a room or quad) without touching the floor, which is lava.
- Provide not quite enough 'stepping stones' (e.g. cushions, hula hoops, carpet mats, pieces of tarp or similar) for each team member, so that they always need to share.
- They must pass their last stepping stone forward to become the next one in the chain in order to cross to safety.
- Teams can race each other to get to the other side before their stepping stones melt.
- In the second round, they can try to beat their original scores.



### Variation:

- If you play the same game as "Crossing the River", you can have a few participants act as 'crocodiles' who are waiting around the sides to steal away any unattended stepping stones, or to eat up any limbs that are in the water rather than on a stepping stone!

## 17. Beatmaster



Everyone is in a circle. One person steps out of the room.

One person is chosen to be the beatmaster. Be sure to choose quietly so the “guesser” can’t hear you.

The beatmaster begins an action such as snapping fingers, patting the tummy, or slapping knees, and everyone in the circle imitates the beatmaster. It’s good if they are encouraged to change it at least every 20 beats.

The guesser returns and tries to figure out who the beatmaster is within three guesses. As the guesser looks around, the beatmaster should change the action without being detected.

## 18. Unity Circle



- Tie the ends of a large rope together.
- Everyone sits on the outside of the circle holding the rope with both hands
- On the signal of go (countdown from 3) everyone leans back and tries to stand up together

Variation: If the rope is held taught enough, a person can walk across the rope.

## 19. Decisions, Decisions



This is a good icebreaker game to move everyone around and helps build the power of expression. The animator/teacher calls out a number of choices on a topic (between two and four choices) and indicates part of the room for each choice.

The participants move to the part of the room that relates to their preferred choice (standing in the middle isn't an option). They then have one minute to share their reason with a partner who has made the same choice.

*Example choices might be:*

morning, afternoon, evening or night  
pepperoni, Hawaiian, mushroom or meatlovers'  
beach, bush, mountains or city  
lake, sea, river or waterfall  
Harry, Hermione, Ron or Hagrid  
tiger, zebra, monkey or dolphin  
summer, winter, spring, autumn  
sweet, savoury, sour, salty

### **Variations:**

- a) The choices could be phrased as a "Would you rather...?" question, e.g. "Would you rather go swimming, watch a movie or climb a mountain?"
- b) A series of statements can be given to which the participants must choose to agree or disagree, e.g. "Books are better than TV." or "Junk food should be banned."



## 20. This is Me: Number, Picture, Word Icebreaker



Each individual is given a small piece of paper and is instructed to write one number, one word (this could be a favourite concept or spiritual quality) and draw one image that all relate to them. When everyone is ready they can either mix and mingle to share their stories behind these three, or form groups to do this.

You can also place all the papers in a container, have each person choose one (not theirs) and get them to try to find the person it relates to, and then get the backstory. If people finish early, they can share their backstories with others who have also finished both finding and being found.

## 21. Doctor, Doctor



This is a tricky game to play and better for older participants. One person (or a pair) leaves the room. They are the doctors. The rest of the group decide on a symptom and a trigger, e.g. an itchy knee – only when their legs are crossed. However, they try to make it too obvious. The doctor/s return and try to guess the symptom and the trigger.

## 22. What are you doing?



This is a drama game and needs to be demonstrated to the participants the first time.

- Organise the participants into groups of about six.
- One person starts doing an action, and the next person around the circle asks them: "What are you doing?"
- The actor must give an answer must be different from the action they are actually performing.
- The person asking the question immediately starts performing the action spoken.
- The original person continues performing the original action (and should also do so while speaking).
- The next person then asks the second person what they are doing and so it goes on in a circle.
- For example A is pretending to ride a bike. B asks, "What are you doing?" A says, "Combing my hair." B starts combing his hair while A continues riding a bike. C asks B, "What are you doing?" and B says, "Doing a pirouette." C starts doing a pirouette and the other two continue as before (and so on).

## 23. Yes, and... Yes, but...



This is a drama game which requires rapid responses to a partner's cues.

- The participants work in pairs or threes.
- One fixes their gaze on a point and the other/s join them in looking at it. They make a statement about what they see (something imaginary), e.g. "Look! There's superman!" (gazing up into the sky).
- The next person replies, "Yes, and...something", e.g. "Yes, and he's going really fast."
- They have a few turns like this, swapping partners and then try "Yes, but..." statements instead, e.g. "Yes, but he seems to be out of control. I think he's going to crash!" (flinch).
- Or you can try groups of three in which they take turns initiating the conversation, making "Yes, and..." and "Yes, but..." statements.
- This could lead to a discussion around the difference in feelings about communication that use the "yes, and" versus the "yes, but" (or just "but...") phrasing.

## 24. The Bridge Line Up



*This is a variation of 'Line Up' combined with the 'The Bridge' game from Grade 1.*

- The participants line up according to a variety of factors on either a chalk/masking tape line or an elevated surface (e.g. a row of chairs, a garden edge) according to the age and responsibility of the participants.
- Younger children can speak while they line up, older ones can try to do it silently.
- The participants cannot move off the line/'bridge', and need to cooperate to move past each other to get in the correct order.

*Possible orders might relate to:*

- height
- birthdays
- alphabetical order of first/last name
- random numbers/letters (on backs/on hands/paper)
- randomly assigned letters in the alphabet (" ")
- animal size/height (on backs/paper)
- hometown from north to south
- eye/hair colour/length (lightest to darkest/shortest to longest)

## 25. Concentration



This has a wide range of variations in method and chant, one is:

Concentration...Concentration now begins...keep the rhythm... keep the rhythm moving...1, 2...3, 4 (or no repeats... no hesitation)... category (or the category can be decided beforehand).

The four-part beat can be kept by 1) slapping thighs, 2) clapping, 3) right finger snap, 4) left finger snap.

Following this, the participants take turns naming things from the category to the beat (on the two finger snaps) until someone repeats, runs out of ideas, or misses the beat cycle. When this happens, it starts again from that person/the next person and a new category is named.

For example: Concentration...keep it moving...no repeats...or hesitation...category is... ice cream... slap, clap... chocolate...slap, clap...hokey pokey... etc.

### **Variations:**

- 1) repeat previous word and then say the new word,
- 2) say the word, and then pass the turn to someone else by saying their name in the next beat cycle.

## 26. Water Carriers



This is a good game for a hot sunny day.

- Divide the group into teams of four to eight. Each team selects a collector and a provider (giver).
- Containers are placed at each end of a space. One end is designated the well/spring and the other end the village/thirsty family.
- The team members are given paper cups or similar – one per person (some cups can have small holes in the bottom for greater challenge – but ensure that this is an even number per team). Plastic piping is another option.
- The team needs to get all of their water to the thirsty family as quickly as possible.
- They must stay in order and only the collector can collect from the spring and only the provider may pour into the family's water receptacle at the end.
- One option is to pause – either after the first round, or half-way for the team to rethink their delivery strategy – and then the teams can try again to see if they can be more efficient.

## 27. Superhero



- The participants are divided into four groups of superheroes.
- Each group has a few minutes to decide on a superhero (real, existing or newly made-up) and an action to symbolise them.
- They also need to determine a turn passing strategy (e.g. always passing to one specific group or passing to each group in turn).
- The groups stand each side of a space, name their superhero and demonstrate their action.
- One group is designated to start. They say their superhero name (e.g. Superman) to a beat (slap thighs, clap), have a beat cycle and then the superhero name of the group they are passing it to, e.g. "Super-man, slap-clap, Bat-man".
- The next group (Batman) repeats the previous group's name, their own and then passes it on to the next group, e.g. "Super-man, slap-clap, Bat-man, slap-clap. Bat-man, slap-clap, Ro-bin".
- If the beat is missed, or a group forgets the word/action, the game resets or that group drops out for that round.



## 28. Concept/Vocabulary Review



*This is particularly useful when working with junior youth texts, but can be adapted for children's classes too. The different words/phrases/concepts from recent lessons are written on slips of paper, and one of the following methods is chosen to use to review them. It's good to vary the method used from session to session.*

- a) **Pictionary** style – draw the concept/term; others guess
- b) **Charades** style – act out the concept/term; others guess
- c) **Frozen scene** - (Groups have a minute to think about how to portray the concept in a frozen tableau and then jump into position while the others guess)
- d) **Triple guess** - (In the first round, the terms are described; second round, the terms are acted out; third round, only one word can be given as a prompt)
- e) **Taboo** style - (Teams are each given a few terms and create 'Taboo' style cards for these with a list of three or four words that can't be used to describe the term. These cards are then given to another team who take turns to try to describe the word/phrase without using the forbidden words, e.g.  
**Confirmation** – wings, effort, assistance)
- f) **Haiku** – each team has two minutes to create a Haiku for a word and say it in chorus, and the other groups guess. This can be done over a few rounds.
- g) **Reverse Charades** - In a normal game of charades, one person from the group stands up and acts out a word or phrase while the rest of the team tries to guess. However, in reverse charades, it is flipped. One person (or a pair/panel of three) has to guess while the rest of the team must work together and act it out.

## 29. All My Friends

*A version of 'Fruit Salad'*



**Equipment:** Chairs or carpet squares (enough for 1 per student except 1 less)

**Objective:** The student in the middle is to try and find a chair/square as well as the other students who get up off their chairs

- Create a circle of chairs/squares in the classroom.
- Have enough chairs so that only one person does not have one.
- That person stands in the middle of the circle (could be a leader to start with). They start the game by using a sentence starter, "All my friends..." then they will choose – a trait, something they like or anything they can think up – that some people who are seated connect to. For example: "All my friends who have green on / have brown hair / who like watching movies etc."
- All of the students who fit this category jump up and race to another chair, they cannot go to a chair either side of them
- Then a new student should be left standing in the middle of the circle, only to repeat the phrase with something new.
- The rule is that you **MUST** get up, and move to another chair if what's said applies to you.
- If the person in the centre says "I love everybody" or "All my friends are here", everybody must jump up and switch seats.

## 30. Ultimate Paper Scissors Rock Relay



### Set Up:

Set out a semi-circle (U shaped) path using cones, hula hoops, a chalk line or other markers. You can also use half of a basketball court.

### How To Play:

- Divide players into 2 teams.
- Have each team line up at the 2 ends of the path.
- On GO, the first player from each team runs along the path towards each other. When the 2 players meet on the path they stop and play Rock, Paper, Scissors until 1 player wins.
- The winner continues to run along the path in the same direction. The losing player rejoins her team at the end of the line. The next player from the losing team starts running on the path as soon as the winner starts running.
- Again, when the 2 players meet they play Rock, Paper, Scissors until 1 player wins. Continue to play until 1 player makes it all the way along the path to the other side.
- When a player makes it all the way to the other end of the path he scores a point for his team and rejoins his team at the end of the line. The first team to score 10 points (or for their whole team to get across once) is the winner.

### Variations:

- Play in a straight line or a V shape instead of a U shape.
- Make the path longer or shorter or add obstacles to the path.
- Add bases (like in baseball) where players can be 'safe' and start their next turn from. This way more than one pair can play at a time.
- Tally scores by giving a point to the team whose player makes it from one side to the other.
- Give the players a task to do/something to call out before they play. If they are a new group, they can introduce themselves before they play.

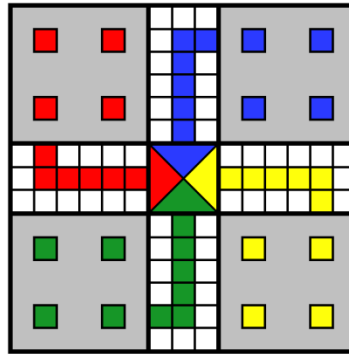
### 31. Lighthouse & Ships



- Choose 1 player to be the Lighthouse and at least 4 players to be Rocks. All other players are Ships.
- The Lighthouse stands at 1 end of the play area and the Ships line up along the other end with their eyes closed/blindfolded.
- The Rocks sit scattered around the play area.
- The Lighthouse says BEEP BEEP BEEP to help guide the Ships towards her. The Rocks make a SWISH noise to let the Ships know they are near a Rock.
- On GO, the Ships navigate their way through the play area towards the Lighthouse avoiding the Rocks. The Ships must keep their eyes closed the whole way.
- A few people could be designated 'Coastguards' to ensure the Ships don't hurt themselves.
- If a Ship bumps into a Rock he becomes a part of the Rock and joins in making a SWISH noise.
- The first Ship to reach the Lighthouse is the winner.

*N.B. Always be very safety conscious when children have their eyes closed/are blindfolded. Remove all obstacles and attempt to make a soft border around the playing area. Remind the Ships that they are moving through fog and therefore have to move very slowly and carefully.*

## 32. Rock Paper Scissor Showdown



### Set Up

Divide the class into groups of 3 or 4. The smaller the teams the better! Hoops (or a chalk line) are set-up in a cross or snowflake pattern (depending on the number of groups) with a cone at the end of each line. Next to each cone is a bucket containing 20-25 tokens.

### How to Play

- One student from each team goes at a time. *(I tell my students 1 person from your team on the playing board at a time.)*
- Students must jump into each hoop / run along the line to move across the 'board'. Their goal is to make it to another team's cone in order to earn one of their tokens to take back to their team's bucket.
- As the student is jumping, they can come face to face with another student. These 2 students then play Rock, Paper, Scissors (RPS). The winner of RPS gets to keep jumping/running. The student that loses steps out of the hoop / off the line and runs back to their team.
- As soon as a student steps out of a hoop / off the line (off the playing board), the next person on their team can begin.
- The same happens if a student makes it to another team's cone; this allows their next teammate to begin. They can then collect a token and run it back to their team's bucket.
- If you want to add even more activity, have the students complete an exercise when they return to their cone, for example 15 jumping jacks, squats or push-ups.

Adapted from <https://www.swww.com/blog/hoop-hop-showdown-rock-paper-scissors-hula-hoop-activity/>

### 33. Blessed is the Spot Stations



#### Set Up

Stick a picture representing each part of Blessed is the Spot around the room – on walls, windows, tables or other flat surfaces.

#### How to Play

1. The teacher calls out “Blessed is the ...” (e.g. island) and the children all run to the correct picture. The children should collaborate and help each other to find it rather than competing.
2. When all the children have reached the right picture, the teacher again says “Blessed is the...” and the children complete the sentence with “island” while making the appropriate gesture that relates to the place (with assistance from the teacher if necessary).
3. Then the teacher calls out the next place (e.g. “Blessed is the meadow”) and the children run to that and repeat the procedure in #2.
4. The game ends when the teacher calls out the final two phrases “where mention of God hath been made” and “His praise glorified.”

#### Variations:

1. At each picture, you can place the word or picture that matches it. Each child carries with them an envelope and collects the symbol relating to each station to use for an art/memorisation activity afterwards (or this can be stretched out over a few game sessions so that only a few stations have the symbols available each time).
2. Use ‘We are drops’ stations instead.