
PASTA NEWSLETTER

53 - April 2007

PASTA is the acronym of the Professional Association of Student Representative Council Teacher/Advisors. Founded in New South Wales, Australia, in February 1995, our Association exists to support in whatever ways possible those who work with and support programs of student participation, representation and leadership.



SEE OUR MEMBERSHIP INFORMATION AND APPLICATION FORM ON THE WEBSITE

PASS THE PASTA

“FIVE YEARS ON ...”

Raising the Status of Student Representative Council Teacher Advisers

A SUMMARY OF A FORMAL SUBMISSION to the NSW DET and circulated to many other key educational institutions in April 2002

(Note: As of April 2007, and in spite of numerous attempts to raise these matters again in different forums and ways, no written response has been received from any of the organisations to which these discussion points and recommendations were offered.)

RATIONALE

The Professional Association of SRC Teacher Advisers Incorporated

This introductory section explained in brief what PASTA (Australia) is and what we do. Our website has two separate linked pages with relevant details of these matters.

The Process

This summarised the historical development of the document and the philosophy behind it. It listed other submissions made, relevant conferences attended wherein these critical matters were discussed and articles we and others had published to highlight them. Amongst those mentioned were the 1997 National Student Participation Conference (NASPAC IV) in Sydney, inspired by Roger Holdsworth and *Connect*; the Australian Curriculum Studies Association (ACSA) conferences; the 1997 HSC

Review process in NSW; and the Benchmark project on developing Civic and Citizenship Curriculum, to all of which PASTA contributed in various ways and with widely divergent levels of success.

It also contained these two key paragraphs, reproduced here as it was written then. The need for cooperative consultation and action on these matters is still real, but, sadly, still silent:

“One fundamental aim of these efforts was to raise the profile of SRCs and other student leadership programs so that the vital role taken by school based teacher advisers in initiating and sustaining these programs would be recognised and have some credibility. Such a profile and such recognition, it was judged, was necessary before serious proposals regarding the training, resources and working conditions of these people within and throughout the school system could be successfully addressed.

“In 1999 PASTA undertook to elucidate some of this rationale and many of the specific actions it felt necessary to take, to achieve better communications, better professional training opportunities, improved and shared resources and, basically, a ‘better deal’ for SRC teacher advisers. PASTA believed it was time to put a detailed case for replacing purely voluntary, largely un-timetabled and poorly recognised effort with something more worthy of the active civics and citizenship and welfare and public relations rewards to be had from such activity programs.”

**Check out ‘How To Join’ page on our Website:
<http://hsc.csu.edu.au/pta/pasta/>**

The Purpose

Our aim – then and still - is to promote discussion within the Student Representative Council network about the role of SRC Teacher Advisers, about leadership policy and models which will enable student leadership opportunities to be co-curricular; to promote discussion on the provision of support and accreditation of training for Teacher Advisers which will enhance the professionalism and visibility of the position.

Section I

GENERAL PARTICIPATION AND REPRESENTATION PRINCIPLES

- *“Recognise the status of all adults working in the field of student leadership, participation, and representation, the promotion of their educational curriculum and welfare roles and the need for adequate provision of training and in-school assistance, especially adequate teaching time and associated administrative support to carry out these roles.*
- *Cooperate in providing moral support, resources, in-service education opportunities and wide-ranging experiences for students and advisers in all areas pertinent to the development of student representation, leadership and participation.*
- *That projects and activities related to student leadership, representation and participation receive mutual support to the extent that all parties are able to provide.*
- *Recognise, credit and continue to work with and mutually make best use of the individuals, organisations, resources and lessons to be gained from the history and current structures and activities in these areas not only in NSW but in all states and internationally.”*

Section II

STATUS OF SRC TEACHER ADVISERS AND DISTRICT STUDENT WELFARE CONSULTANTS WITH SRC

This section highlighted major results from the Professional Support and Needs Assessment of SRC Teacher Advisers conducted jointly by PASTA and the NSW Student Welfare Unit in November 2001.

The following ‘problems’ and inadequate situations within schools still exist as they were validated and listed then:

- most school SRC Advisers are volunteers;
- for most purposes SRC is considered extra-curricular;
- there is a big variation in the personal motivation of SRC Advisers;
- the majority of SRC Teacher Advisers have no training;
- the position of SRC Teacher Adviser has no status;
- there is no accreditation for experience gained in Student Leadership or SRC;
- it is **not** seen as a ‘career path’;
- few meetings are timetabled;
- most advisers receive no relief;
- even though the cost of providing casual relief funding (for an SRC Adviser to attend District SRC Meetings, State Conferences, in-service courses, and training days for the school SRC) is an issue, 66% of advisers surveyed said they liaise with the district Student Welfare Consultant **in spite of constraints of time and school work load.**

Section III

IN-HOUSE SOLUTIONS

This and subsequent sections made well-considered and thought-enhancing recommendations, **a few key ones of which are listed below** as they were at the time of circulating the original document. As well, we made very specific and very positive suggestions as to how communication and mutual cooperation between our professional association and the relevant government educational authority could develop.

1. Recommended changes at school level:

- Paid relief for the SRC Teacher Adviser is needed at least equivalent to a full time year adviser in a secondary school. (*Update: This still remains PASTA’s primary lobbying position until such time as a better solution is practically implemented.*)
- Student Leadership needs to be part of the curriculum.
- Provision of a period loading for leadership courses and/or skills based workshops.
- Accreditation by appropriate bodies for training undertaken by Teacher Advisers.

2. Recommended changes at District Level:

- Appoint one full time SRC Consultant for every four districts. That is: create a structured pathway for SRC advisers to SEO II Student Leadership at State Office.

3. Recommended changes at State Level:

- Promote Student Leadership in the school staffing allowance.
- Strong links should be established with the BOS K-10 Syllabus committee and with the Curriculum Directorate Civics and Citizenship curriculum so that SRC Teacher Advisers get some long overdue help. The educational outcome is empowerment of students in the decision making process and continuity of learning.
- The Student Leadership curriculum should be broadened to become accessible to aboriginal, migrant and disabled students in the interest of equity and fairness.

Section IV

DESIRABLE PASTA ROLES WITH STATE SRCs AND STATE WORKING PARTIES AND SRC ANNUAL CONFERENCES

This was a very detailed section containing lots of positive suggestions for regular communication and mutual support with the student annually involved in the government schools' SRC efforts through its Pupil Welfare Branch. Little has come of it.

Section V

SRC ADMINISTRATIVE STRUCTURES

A few of the then suggested means to this end which PASTA still waits to see include:

- Develop a database of the current contacts, status, activities and needs of all Departmental school student representative and student leadership structures (not just SRCs), annually update it and make it available to those working, either voluntarily or in paid adviser roles, in this field.
- Teaching and learning aspects of Student Leadership be included in Student Welfare Conferences, SRC Teacher and Student In-Service courses, State SRC Conference themes, District SRC activities, Curriculum and other relevant departmental divisions.
- That school-based SRC Advisers and/or their respective schools be encouraged to also become members of the relevant professional association they have and assist it to distribute relevant materials (and copies of *Connect*) to all schools.

Section VI

STUDENT LEADERSHIP CURRICULUM INVOLVEMENT

This section listed lots of possible cooperation efforts, from helping to write policy documents and resource materials to tutoring and training of new or 'needing to renew' advisers. It was and remains an attempt to suggest ways 'the system' can utilise the experience and good will of people who may not be working directly in it any longer but whose past efforts and ongoing personal voluntary commitment and contributions to 'the cause' of viable student leadership remain constant.

Section VII

DESIRABLE ACTIONS RE CURRENT PASTA MAJOR PROJECTS

As in 2002, so as now, the individuals involved in PASTA desire that all possible avenues be pursued in which relevant government educational bureaucracies such as the NSW DET, and equivalent independent school networks in this and all states, can cooperate with, support, and participate towards the success of mutual projects.

For us these include:

- Professional Development Workshops and Resources for Advisers;
- Curriculum Aspects of Student Leadership;
- Overseas Leadership Tours;
- International Student Representative Conferences (ISRC);
- Website: <http://www.hsc.csu.edu.au/pta/pasta/>

And, especially, improved recognition, working conditions and resources for SRC Teacher/Advisers.



Model Format for a High School SRC Leadership Constitution Workshop

This workshop plan created and revised by:

PASTA, the Professional Association of SRC Teacher/Advisers (Australia):

Website: hsc.csu.edu.au/pta/pasta/

Adapted from a successful one-day workshop held at Kelso HS in Bathurst NSW in 2005 in conjunction with the school's SRC, its teacher-adviser Richard McFarland and PASTA VP Charles Kingston: kingstons@exemail.com.au



- Workshop leaders should include SRC Presidents plus School Captains and/or other equivalent representative students who head up their respective decision-making body (eg Student Leadership Team, Peer Support, Community Action Group, etc).
- SRC Officers and other members with potential and interest should also be incorporated as part of the workshop 'leadership team'. Depending on the local situation, consideration should also be given to including already well-trained leaders of nearby high schools in shared roles as facilitators on the day.
- Should formally invite and enable student representatives of local primary school SRCs which feed into your high school to contribute to and attend some or all of it.

FOCUS TOPIC:

Developing a CONSTITUTION

MAIN AIM: To develop a written SRC Constitution which codifies current working structure, positions, projects and positive practices, but also has enough vision and flexibility to incorporate a large variety of the student body and adapt to future student leadership needs and anticipated issues across all years.

DATE(S): Early enough in Term 1 to undertake consultations - in Term 2 - with others in the school community - and beyond - before trialling the system in Terms 3-4.

VENUE (S): It is recommended that this be within the school, accessible for visits from whole staff and invited guests/other students on request, but free of timetable interruptions and unnecessary distractions from other classes/meetings.

STUDENT GROUP LEADERS:

- To be most effective, these should be previously trained SRC workshop leaders. If that is not feasible, aim to assure that at least half have sufficient prior experience as leaders (in activities such as Peer Support, Scouts, drama activities, sport, etc;) to effectively explain and sustain small group activities and discussions. These can then be paired with less experienced leaders, with all being called simply 'facilitators'.
- All to be involved in these roles on the day should also take part in at least one timetabled 'planning workshop' of their own well before this workshop, to contribute to the specifics of this program as well as rehearse the activities they will lead.

ADVISERS INVOLVED:

- The SRC Adviser and, if he/she exists, the separate Student Leadership Team Adviser.
- If timetabling of some classes and lack of sufficient release makes the full time attendance of the above arduous or impossible, then seek a competent other adult such as a recognised member of your professional association now retired or on leave or a parent with experience of workshops to be there for the entire time.
- Should formally invite and make provision for the relevant professional association and the governing educational body to be represented, either in person or through credited and publicised input of ideas and resources.
- Formally and personally invite Executive and P & C members to drop in.
- Make a special effort (and get the student leaders planning the workshop with you) to personally approach any OTHER teachers of Civics and Citizenship (for indeed SRC Advisers are, *ipso facto*, teachers of Civics and Citizenship) to contribute ideas, resources and assistance with follow-up activities.
- Issue an open invitation to the other staff – including those most involved in student participation activities in the feeder primary schools – to visit, observe or assist directly on the day if they can.

SAMPLE PARTICIPANTS' TIME FRAME:

Once more, this is a guideline only. This particular model resulted in the majority of SRC members only being 'out of class' for four periods. It left only the officers and group leaders to develop details and communicate with the leadership team in the afternoon. It was a necessary compromise at the time for a range of less than satisfactory reasons, but it worked. A better alternative, if the school and the current SRC in particular, are more accustomed to the valid idea that SRC work is the equivalent of classroom learning, would be a full two day workshop, with this option on the second day.

- **Periods 1 through 4 (inclusive of Recess):** All current SRC Members and other students invited eg new potential Year 7 members, previous SRC members with a valuable contribution to make to the process;
- **Lunch:** Consultation with Student Leadership Team/ Staff (as available);
- **Periods 5 and 6:** SRC Officers and Workshop Group Leaders;
- **Period 6:** Recommended time for Student Leadership Team involvement (NB: Student Leadership Team encouraged to attend any period convenient to them).

FOLLOW UP ACTIVITIES RECOMMENDED:

- The next scheduled major SRC meeting following this workshop should aim to confirm a draft action plan and a practical time frame for its implementation;
- Subsequent Student Leadership and SRC Rolls/ meetings should workshop details of the exact wording and organise the intended consultations with the student body, staff, parent and community bodies;
- A well-planned whole staff occasion to explain the process underway is essential to its ultimate success. This could be part of a normal staff meeting, a development day session or a series of specific purpose consultations with separate faculty groups;
- A trial run in Terms 3 and 4 should be conducted, aiming towards an effective start using the new constitutional structure as of the new school year;
- Explanations and discussions and debate re. constitutions and governing practices in general, with specific use of the proposed new constitution as a case study, should be part of civics and citizenship and English/History classes during that period and on into Term 1 of the following year. SRC members should act as co-facilitators/peer tutors throughout this process;
- A properly constituted and monitored student referendum to endorse the new constitution should follow that process.

SOME HISTORICAL/STRUCTURAL/ CONSTITUTIONAL QUESTIONS TO CONSIDER:

- What is working well now? What has worked well at this school in the past?
- What other structures are possible?
- Why do we need an SRC? Why do we need a Leadership Team?
- What is the purpose and/or what are the benefits of having this all written down?
- What is not working as well as expected now? How can it be constructed so that it works better from now on?
- If I were entering in Year 7 now, what would I expect the SRC and the SLA to be?
- If I were entering in Year 11 now, what would I wish the SRC and the SLA to be?
- If I were a teacher/ ancillary staff member/ a cleaner/ a parent/ a community member, what would I expect the student leadership and representation opportunities to be?
- If our adviser and/or our current key leaders leave, what guidelines and resources are already in place for a new adviser/ new leaders to follow?
- **What is the reality I see? What do I want it to be?**

PROGRAM OUTLINE

(The following one day format is fundamentally as used in the original exercise. It could easily and productively be expanded to two days by incorporating some of the recommended follow-up activities – see administrative notes above - on the second day.)

TOPIC POINTS: Current School Practice, Positive Thinking, Various SRC Structures, Constitutional Models, The Process of Framing A Constitution, Responsibilities and Rights, Officer Roles, Action Planning;

PROCESS NOTE: Group Leaders to share start of sessions/ choice of group GTKY activity, discussion rounds topics. Subjects for small group workshopping flexible but not reliant on only 'leaders' to take the lead.

SRC and SLA ROLL TIME (or before formal program start):

(NB: Whether or not your school has a daily designated roll time for your leadership groups, the roll still has to be taken sometime, somehow, as well as such standard activities as 'Daily Notices' and perhaps pupil welfare matters. Incorporate these as part of your workshop, assuring student leaders do all tasks they legally can undertake.)

Mandatory rolls, notices and tasks, workshop attendance and timetable alterations.

Introductory GTKY activities, Aims of the Day.



PERIODS 1 and 2:

“Where Are We At and Where Do We Want To Be?”

- **Whole workshop:** Adviser(s) led: current ‘state of play’ at this school re student leadership structures and practices and personnel and resources (eg other activity programs, students with special talents, SRC office?, files?, computer access?, past project files etc).
- **Whole workshop and small groups:** Student Group Leader led: Rounds of shared views on:
 - * use of roll time;
 - * lunchtime opportunities for participation;
 - * SRC or SLA committee work (if any?);
 - * use of SRC office and school office facilities generally;
 - * staff/student support;
 - * important SRC initiatives.
- **Whole workshop:** overhead and highlights of *Some Positive Thoughts – Connect* article of February 2002 by Charles Kingston (available also from PASTA). Includes a section contrasting a badly organised SRC reliant upon only a few senior ‘leaders’ with a vibrant student group delegating to many and actively involving younger students. Also has a section outlining a renewable yearly timetable for regular revision and updating of such efforts as these.

Also: *Organising Structures for Student Councils for Success* by Roger Holdsworth (OHT: Advisers and group leaders outlining pros and cons of different models illustrated). This is a very visually effective and comprehensive set of multiple participation models that should, if properly discussed, open minds to possible new directions.

- **Group leader led activities:** energisers ... + small group discussion of above (if time).
- **Formal Constitutions:** various aspects to consider (handouts for use following break). Already written material on the make up of constitutions and examples of previously successful school models can be found in various sources. In this workshop we relied on that originally included in Chapter 2: *Constitutions of the 1982 Hitch-Hikers Guide To Student Government* (Vozzo-Kingston)

RECESS BREAK:

Participants to help set up for next session.

Group Leaders to choose constitutional topic best suited to start with).

Leave the room open but allow/enable participants to integrate with the school elsewhere as per their normal days.

PERIODS 3 and 4:

“What Do We Need To Have? What Would We Like to Have?”

Aspects/clauses/needs of a formal Constitution (review of handouts above).

- **Formal and student oriented language** (a 1980s model for consideration):

This is a short but superb extract of the West Wyalong HS Student Government Constitution. It is presented in both the formal language required for legitimate constitutions **and** in a far less formal but very effective version for use in explaining the document to the wider student body. It was written by Suzanne Clarke, a Year 10 student at the time and one of the many invaluable student leaders of the once vibrant Regional Association of Student Government in Western Region NSW. Its intention here is to begin to address the problem of jargon and the need for alternative ways of explaining sometimes difficult language to ones peers while at the same time producing a document that will have systemic and community credibility.
- **Group Leader led:** Brainstorm of felt needs/ideas for this school’s Constitution.
- **Subgroups (2 or 3 leaders per group):** Begin constructing/drafting the text of various sections for a joint SRC/Student Leadership Team Constitution: staggered starts: ie each group starts with different section, then progresses sequentially through until time is up.
- **Feedback** from each group on their progress so far (NB someone **other than** the group leaders to present feedback).
- **Closing activity** for this morning session (NB:an effective and active closing to all sessions is as important as a clear and enthusiastic beginning. Make them energisers with purpose that reinforce the focus points of the session just concluded. There are lots and lots of suggested group activities in the literature of workshops. Ask.)
- **NB: Collect all drafts/suggestion box material etc before lunch departure.**

LUNCH:

Consultation with Student Leadership Team Members/Staff available and interested and guests from outside the school

Length and catering arrangements will vary from school to school but, for this sort of workshop, we **do not** recommend an SRC barbecue or any such activity that will take members away from the primary focus of the workshop, which is to begin cooking up a viable constitution instead. Perhaps a special lunch for the Principal and invited guests from outside the school, together with the SRC members themselves would be a good public relations exercise as well as feed the hunger pangs. Or have some empathetically inclined group in the school (e.g. the Year 11 Hospitality students) prepare and present it.

And pay them out of school or SRC funds to do so!

PERIOD 5:

(In original mode, SRC Officers and Workshop Group Leaders only)

“Moving On and Moving Motions”

- Revisit (from Term 4 2002 Workshop) of ‘Chop Off Your Head!’ *The Chairperson Said* - the meeting procedures role play activity. What implications does this have for: further training needed and/or additional role statements to attach to Constitution? This ‘revisit’ was possible because a previous workshop, also organised in conjunction with a PASTA representative, had dealt with meeting procedures and responsibilities of officers and used this activity as a major whole group teaching exercise during it. The outline of this hands-on effective activity is included on page 22 of this issue, reprinted from an earlier **PASTA Newsletter #36** in *Connect* 145-146, February-April 2004.
- Review and redrafting (if seen as needed) of subgroup suggestions re constitutional clause related to duties, rights and responsibilities of SRC Officers.
- Action Plan/Time Frame/Audiences for further action.
- Review/redraft other clauses (if time allows).



PERIOD 6

(Officers joined by Leadership Team Members and, if appropriate to the wider leadership program at the school, representatives of other key student decision-making bodies.)

“Now Where We Do We Want to Be AND By When?”

- *Review* of workshop day’s progress on framing a constitution;
- *How does the Student Leadership Team Structure Now Fit into this?* Other decision-making/representative groups? Other student activities?
- *TimeManagementNeeds:*eg use of roll time/lunchtime/timetables classtime/further workshops/development days/evenings/weekends/camps/conferences?
- *Draft Evaluation Form* for the day (to be carried out by Officers in rolls following this workshop).



PASTA MEMBERSHIP

Tax Invoice: ABN 49 398 096 539

PASTA membership gets you a full year of regular publications (including a subscription to **Connect**), access to resource modules and professional development opportunities, while at the same time showing your real support for our main job of lobbying for more time, training, resources and recognition for SRCs and advisors.

- A full membership form is on our Website's ‘How To Join’ page at:
<http://hsc.csu.edu.au/pta/pasta/>
- Or, for now, just complete the details below and send payment to:

**The Secretary, PASTA
50 Balmoral Drive
Gorokan, NSW 2263**

NAME: _____

CONTACT DETAILS:

TYPE (inc. GST):
 Student/Concession (\$27.50)
 Ordinary (\$55.00)
 Organisation (\$88.00)
(indicate which)

The PASTA Newsletter is edited by Ken Page and distributed bi-monthly as a supplement to *Connect* magazine.

<http://www.hsc.csu.edu.au/pta/pasta/>



ADVICE FOR ADVISERS: SRC SKILLS CURRICULUM

The following is one of hundreds of activities for developing leadership skills, self-confidence and teamwork. Such are available from many sources, some like this one, 'ancient' (RASG Camps of the early 1980s), others relatively new. Publication of such game guides, with facilitation hints, is one of many features PASTA is aiming to publish over several years in its Resource Modules.

“CHOP OFF YOUR HEAD!”, the Chairperson said”

A role play activity to teach formal meeting procedures, parliamentary procedures and the formal roles of officers within such meetings.

Participants: works best with 15 to 30 people. Fewer misses the point. More only if officers really know what they are doing and can keep it moving efficiently.

Time: About 50 minutes, preferably more to do well. Can be 30 minutes if preparation and follow-up happens at other times.

Venue: The room should be set up as best approximates the group's normal meeting area.

Materials: Role cards need to be prepared and given to all participants so that everyone has something to do. See lists below.

Preparations: If time is limited the Agenda can be already set beforehand - initial wording of motions and amendments is printed on the cards. *Or 2....* If time is a luxury, create the motions and general business items as part of the process and then assign the roles. This enables people to suggest other motions, the secretaries to prioritise them, lobbying to be done before starting the meeting etc.

Roles: Assign roles for maximum practice value. Those who already know how to be a Chairperson or talk to a motion can have a less up front role to enable those less confident or less familiar with procedures to have a go. The meeting is then carried out to extent time allows. Record results. Always allow time for post-activity observations.

Limitations: Unless needed for practice, recommend standard agenda items like Minutes of precious meeting (pretend there was one), correspondence etc be done in a cursory fashion to get to the motions. An exception is 'Apologies'. All present **need** to know who is **not** there to learn the skills so they can help them later.

SPECIFIED OFFICER ROLES

CHAIRPERSON

SECRETARY/ ASSISTANT SECRETARY

TREASURER

PARLIAMENTARIAN (optional)

ADVISER (when called upon by Chair)

ACTION CARDS FOR ALL OTHER PARTICIPANTS

Each of the following is to have an AGENDA ITEM NUMBER: ____

(more speakers for and against can be encouraged or not depending on the number and/or level of interest of other agenda items and the total amount of time available)

MOVER OF MOTION # ____

SECONDER OF MOTION # ____

SPEAKER FOR MOTION # ____

SPEAKER AGAINST MOTION # ____

The following may or may not have an AGENDA ITEM NUMBER: ____

(the decision depends on total time available for the activity, the relative sophistication of participants and the level expected of voluntary offerings as opportunity arises as opposed to 'forcing the issue')

MOVER OF AMENDMENT FOR MOTION # ____

SPEAKER FOR AMENDMENT

SECONDER OF AMENDMENT FOR # ____

SPEAKER AGAINST AMENDMENT

The following may be explained as useable for any motion or amendment

MOVE THAT THE MOTION BE PUT

MOVE THAT THE MATTER BE TABLED

MOVE A POINT OF ORDER

MOVE THAT WE GO INTO COMMITTEE

SAMPLE MOTIONS:

Be creative. Throw in several you know will get a giggle and be totally impractical (eg 'That every Friday the school holds a nudist lunch!'); others which show good intentions but need more specific wording ('show teacher appreciation'); others quite specific but long-term over years so the kids have to consider what specific steps they could feasibly put in the motion now for real action (e.g. 'That we build a new gym.') and a few seriously controversial (eg "That the SRC should organise protests against the war." ... 'That we go on strike until we get proper air-conditioning.")

Originally in PASTA Newsletter 36, in Connect 145-146, March 2004

Some other useful 'games' for SRC Student Leadership Skills Development:

- Group Dynamics: "Problem People", Group 5 (Headbands or Who Am I?), Fishbowl
- Teamwork: "Eggs Can Fly", Human Machines, The Perfect Student Organisation
- Values: "Canteen Catastrophe", Survival, Desert Island, Miracle Workers & multiple variations
- Trust: "Too Valuable to Die", Interdependence, Running The Gauntlet, Initiative Games