
Just Cause 2 Trainer 3dm 12I !FULL!



Lets say youre on the verge of breaking something, someone you really like tells you something that can really affect your mood. It all comes down to your attitude. When I was young, I was like it. Im in the gym all the time. I became smart. I did break so many things. Ill give you an example of what I am talking about. You go into a music store and you start talking to a girl and she says something that changes your mood. Then you want to party. This could be the moment when you need to control what youre doing. Youre being cool. Youre being comfortable, to be able to say what you want. But you still need to respect people, you still need to be smart, but you need to realize that one person can influence you. I think everybody in the gym has shown me that person who put me down or who pushed me. Its all about attitude. I remember when I used to think I couldnt do things. If someone told me, then I will do that and I would think I could do it. Then I would do it, then when I did it, I did not feel good about it. I thought, I cant do this. Then I would think, well, thats because you told me, but you were wrong. I was wrong. Then if someone came and told me I can do this, I would not even tell myself I cant do it. I would say I will do it. I feel the top-up training achieved objectives fairly well. The trainer ratings were similar to the previous evaluation of all schools and trainers and the PS training were rated good in all 3 categories. However, there was a slight decline in ratings for the 2-day training. This may be as a result of being able to achieve some of the objectives from the previous training and knowing the PS would not be there at the same time or perhaps the process of the people learning and forgetting what they achieved over two days.

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The time taken by PSs to participate in training activities and code learning activities was assessed for the whole six-week training programme (see Appendix 8). Analysis showed a slight positive trend, with participation being slightly higher in week 5 and week 6 than in the first four weeks, but that this was not significant. The data also showed that overall the amount of time the PSs took to prepare their learning activities and deliver these activities decreased over time. The authors found that, as the training progressed, the amount of time PSs took to code learning activities reduced from around 180 minutes to between 60 and 75 minutes per activity in later weeks. PSs also reduced the amount of time they spent on preparing learning activities from between 180 and 250 minutes to between 70 and 90 minutes. Another possible explanation for this finding is that PSs were more confident in their coding by the end of the training because they had done so more often. On the last day of the training, a questionnaire was distributed to gather feedback on the quality of the training and the effect on their knowledge, attitudes and perceptions of peer support. The questionnaire was distributed to all PSs and trainers in each school group (see Appendix 22). The results were analysed by the authors and are presented in Appendix 23. The analysis showed that the trainers' fidelity to the training was high with all PSs, 94% of PSs and 96% of trainers supporting peer support delivered according to the protocol. 87% of trainers were satisfied or very satisfied with their contribution to the training (see Appendix 23). PSs' perceptions about peer support improved with 89% indicating that their attitudes to peer support had improved and 84% indicating that their practice of peer support had also improved (see Appendix 23). 5ec8ef588b

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