



# DIVINE WORD UNIVERSITY

## ST. BENEDICT'S CAMPUS

### STUDENT PEER MENTORING HANDBOOK



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## **Foreword**

The Divine Word University (DWU) is driven by its Vision and Mission of providing quality education to Papua New Guineans (PNG), Pacific Islanders, and other interested students from distant nations of the world. More to it, the university is driven by one of its core objectives to promote quality student learning which makes DWU the top university in academic excellence. To maintain its status quo as the top higher learning institution in PNG, DWU strives to promote the concept of Integral Human Development (IHD) which is in line with one of the pillars of the Vision 2050 projected by the government of PNG. Hence, DWU has integrated strategic programs that are aimed at developing the students' spiritual, mental, and emotional-being to prepare students for effective learning and prepare them for life's journey to comply with the government's policy on IHD.

This Student Peer Mentoring Handbook (SPMH) aims to develop the quality of students' interpersonal skills, open interactions, and social inclusiveness of successive students. These are aimed at equipping students to excel in their academic programs and develop their character to prepare them contribute toward the development of the country in varied forms meaningfully and responsibly. The officially recognized program is the Peer Mentoring Program (PMH) which is used currently by all the campuses of DWU. This SPMH has adopted many aspects of the PMH particularly the aspects of implementing the program. This SPMH does take the place the university's Student Counseling services which deals with student's specific confidential and personal and social issues which are beyond the abilities of student peers to address.

## **Significance of SPMH**

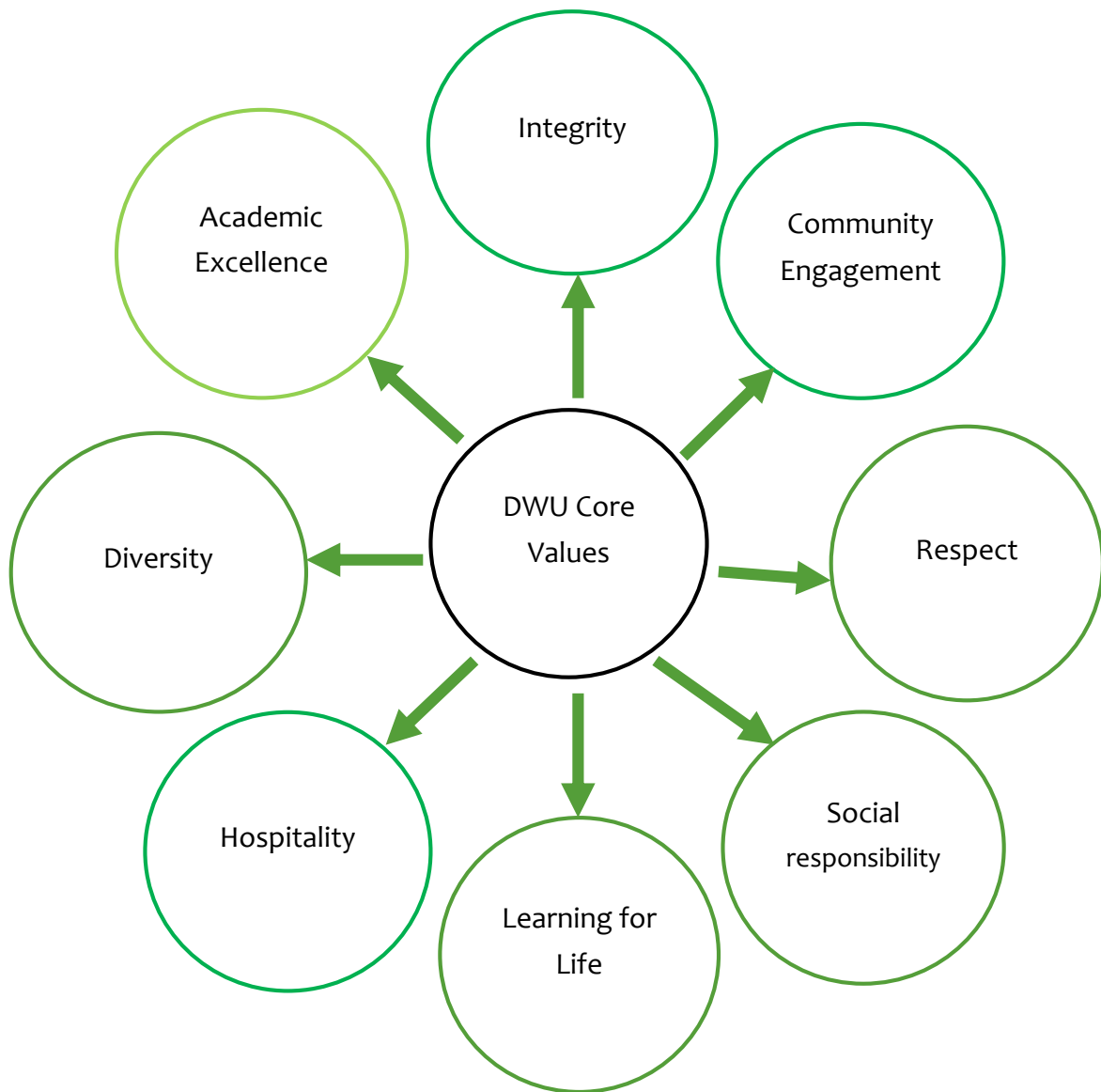
This SPMH is a revised version of the existing Peer Mentoring Handbook (PMH). This Handbook extends beyond the scope of the current PMH and is designed to address uncovered

overarching social, mental, spiritual, and emotional issues that potentially affect students' personal and study lives. This Handbook is designed to address the above issues on an individual and larger group basis. While the PMH currently in use is applied through small peer mentoring and discussion groups, this Handbook has a different delivery mode which may involve a larger group presentation which is tied to graded and assessed subjects from time-to-time. Hence, a dedicated use of this Handbook is anticipated to prepare individual students to positively and proactively face the challenges of being a student at a higher learning environment to produce better academic results and prepare students for life-long professional careers that are self-satisfying and meaningful to those they come into contact with.

### **Significance of SPMM in light of DWU values**

This SPMM intended to accomplish the DWU core values:

“Divine Word University’s Core Values, as articulated in the University Charter and also expressed in its Vision and Mission Statements, are at the heart of Divine Word University’s academic and non-academic programs and its philosophy. These values provide a framework for the University’s development and enliven the University's identity, the University’s heritage and its commitment to knowledge for holistic, personal development and social progress”.



### **Medium and Long Term Aims of SPMH**

1. To expand on the platform laid by the existing PMP by including pathways to directing students away from unhealthy social relations, unethical behaviours and actions.
2. To promote positive and proactive thinking and promote a high level of self-esteem.
3. To lead the students to understand the importance of self-respect as a foundation to tolerance and respect for others and the physical environment.

4. To guide the students to understand and embrace the fact that the end result of education and knowledge is intelligence and character.
5. To promote professional conduct within the societies each student settle during their future career.

### **Objectives of the SPMH**

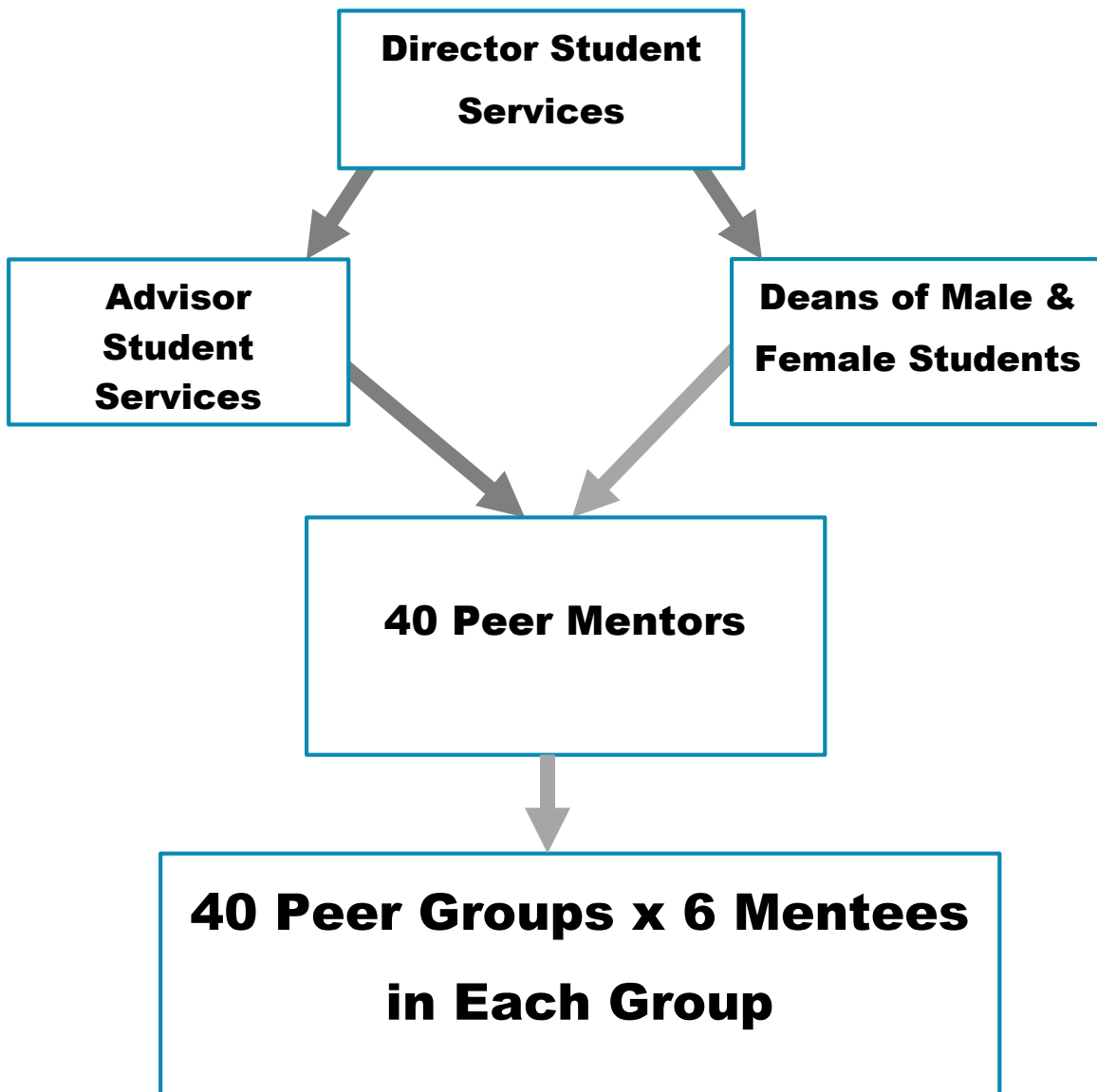
1. Develop a quality interpersonal relations on the campus and beyond.
2. Develop the quality of students' self-awareness.
3. Enable the students to explore and develop their full potential.
4. Guide the students to understand that they are the creators of their own destiny.
5. Help the students to understand that vision and passion are prerequisites for success.

### **Additional Short Term Benefits of Students' Peer Mentoring.**

1. Increased social connectedness
2. Increased self-esteem by battling the syndrome of low self-esteem
3. Increased self-confidence
4. Improved social skills
5. Optimism (Positivity)

**PART ONE: BACKGROUND INFORMATION ABOUT PEER MENTORING PROGRAM**

**Overall organizational structure of Peer Mentoring Program**





Twenty male and Twenty female mentors in the second and third years will be identified and trained as Peer mentors. Each mentor will be assigned to mentor up to ten students.

### **Group discussions.**

A group discussion will be conducted twice every month.

#### **The Heart and Functions of Student Peer Mentoring**

A peer is an individual who is of equal standing with another person and belongs to a specific societal group, sharing distinct characteristics with the particular group. Hence, an individual can be a peer in two or more peer groups. For this to happen, two or more individuals form micro peer mentoring groups. Hence, in this case being students of the DWU qualifies to being a 'peer' of the being a student of the university. Student Peer Mentoring is a structured guidance where students share their knowledge, experience and skills to assist each other to progress in their studies and lives (Mentorship Foundation, NZ - 2001).

#### **Guidelines for Successful Peer Mentoring Session**

Below are some guidelines to conducting successful peer mentoring sessions.

1. Be time-conscious.
2. Attend every mentoring session except when faced with illness or other urgent matters that warrant a student's absence.
3. Choose the tool you wish to use even before coming to the session.
4. Plan the group process together, stick to the planned process and agenda.
5. Always focus on the benefit of the person with the issue.
6. After sharing your issue, keep quiet and listen while another student speaks.

7. Follow the rules of the Tool and never, ever give advice, with words like, “You should do this or do that etc.”

### **Requirements for all Peer Mentoring Sessions**

Members of peer mentoring groups must:

- Read the appropriate sections of the SPMH and identify areas of the Handbook that pleased them or motivated them or challenged them and bring to each session.
- Bring any personal or social issue that is affecting their lives or studies at the personal level based on one of the four mentoring tools listed and explained in **PART THREE**.
- Any experience that are in line with what they have read from the Handbook that are deemed to be worthy of sharing with others.

Mentors can also bring their personal experiences issues and share if one of the mentees is facilitating the session and another one is keeping time.

### **Steps in the one-hour session**

Personal introduction (during the first session of the year)

The mentors (two year-3 students) will introduce themselves and ask each of the group members (mentees), the six year 1 students (3 males & 3 females) to introduce themselves, by telling everyone their names, where they come from, what they are here to study and the goals they wish to achieve through their studies at this university.

**Introduction to the Peer Mentoring Program** (during the first session of the second semester)

Mentors will give out copies of this Handbook to all the mentees if they have not received them already and go through it together briefly and ask everyone to read them in their own time and become familiar with the 4 SPMH Tools.

## **Introduction to the Learning Journals**

Mentors will show the Personal Learning Journal to all the mentors and discuss each point and answer any questions the mentors may have.

## **Ending the Session**

Ask each member of the group to share how their experiences and insights gained during their earlier readings and during the peer mentoring session. They should later agree on the meeting date and time for the next session.

## **The way to Run all the Other Mentoring Sessions**

The first mentoring session is for the Year 1 students and their Year 3 Mentors or any mentoring groups that are meeting for the first time. After this initial meeting, the same groups will continue to meet through to the end of the year and later continue the follow year when in Year 2 and Year 4 (for Education Faculty).

## **Steps in the One-hour Session**

### **Mentors are the facilitators & time keepers of the one-hour mentoring session.**

One mentor will coordinate the session while the other one keeps the time. If there is one mentor, then he /she facilitates and keeps time or a mentee can volunteer to become the time-keeper. Later in the year, Year 1 students and Year 2 students can facilitate the sessions and keep the time. Facilitators and the time keepers of any mentoring session will not share any issue during that session.

## **Check In**

The facilitator will check if everyone is present and check what issue each one will share in that session. Once all the mentees have mentioned the kind of issues that have brought, the facilitator and the mentee will decide what tool will be used to discuss his / her issue.

## **Check out**

When the session is over, each person will share what was useful and make any suggestions for improvement which can be written in the mentor's general learning journal. Then set time for the next session.

## **The last Mentoring Session.**

The last mentoring session is for the Year 2 students and their Year 4 Mentors or any mentoring groups that are meeting for the last time. After this last meeting, the Year 4 students will graduate while the Year 2s will go to Year 3 (for both Nursing and Education) the following year and become mentors for the New Year 1 students.

## **Steps in the one-hour session**

### **1. Introduction**

Mentor to welcome each member to share with each other how they are feeling.

### **2. Share Progress**

All the members including mentors will discuss with each other their individual sense of achievement throughout their journey together for two years.

### **3. Volunteer to be Mentors in Year 3**

The Year 2 students can then give their names to the mentor to be submitted to the SSD designated Officer if they wish to mentor the Year 1 students in the following academic year. They can give their names in a pair of male and female. If the whole team wishes to be mentors then, they submit 3 pairs of names from their group of six mentees.

## **PART TWO: PEER MENTORING PROTOCOLS**

Joining a Peer Mentoring Group is a requirement by the University. Students Peer Mentoring is a program is officially initiated and approved by the Divine Word University and is made compulsory for all Year 1 students to join a mentoring group within their faculties as mentees. They continue meeting with the same group through their second year of studies. They will then volunteer or be selected as mentors when they are in Year 3 and continue as mentors through to Year 4.

### **The Mentor Support Staff Team and Their Roles**

1. The Students Peer Mentoring Program will be coordinated by the Student Services Department (SSD) by ensuring that the mentoring sessions are conducted, new mentors are selected, student mentors are supported, etc.
2. The existing Faculty Level Mentors and Residential Deans with the support of the Chaplain will be responsible for endorsing volunteer mentors (from Year 2 students) and selecting the Year 2 students at the end of every year to be mentors when they go to Year 3.
3. At the end of every mentoring session, the mentors of each mentoring group will submit electronic copies of the *Sign-In sheets* and the mentors' *general learning journals* to all five members of the mentor support team.
4. During the meetings, the student mentors can raise any issue they may have and need help with from their mentor support team or from the SSD. The mentor support team can also raise any issue they have or provide encouragement. They can use the

information documents submitted from the monthly mentoring session to base their discussions.

5. One member of the mentor support team will write the minutes of this meeting and circulate to all the participants of the meeting.

### **Recognition for being a Peer Mentor**

1. Based on the information collected from the *Sign-In Sheets* and *mentor general learning journals*, an expert or experts will be invited to give a lecture to the mentors twice a year.
2. The bi monthly meeting with the Peer Mentor Support Staff Team will help build student mentors' confidence.
3. Expert guest speakers will be invited to speak to the mentors and the mentor support staff teams three times a year.
4. All Year 2 mentors will receive badges labelled DWU Peer Mentor Badge Level 1.
5. All Year 3 mentors will receive badges which could be labelled DWU Peer Mentor Badge Level 2
6. Highest performing mentors from each faculty will be awarded Student Peer Mentor of the Year Certificates.
7. All mentors will receive two years successful Peer Mentor Certificates when they graduate.

## **PART THREE: PEER MENTORING TOOLS**

There are many different types of tools and processes used for structured peer mentoring programs by different higher learning institutions. This SPMH for DWU has four mentoring tools that reflect the objectives of the SPMH.

Tool 1: Discussion of inspirational quotes and texts about the realities of life.

Tool 2: Examples of personal experiences: Achieved, prospects, and possibilities.

Tool 3: Discussion of personal and group social issues that serve as setbacks to students social and academic well-being.

Tool 4: Discussion of personal and communal benefits of morals, values, and self-respect.

## **Tool 1: Discussion of Inspirational Quotes and Texts**

**Purpose of the** Review one or two inspirational quotes and texts by philosophers that

**Tool** motivated you and helped you to understand some basic truths and principles of life.

### **Steps**

**Step 1:** Describe in simple terms how the inspirational quotes and texts by

**Presentation by** philosophers and describe vividly what you can do (mental and  
**Mentee** physical) to achieve those objectives.

- The inspired mentee will tell the whole group about his or her inspirations clearly and briefly explain how why he or she was inspired.
- At this time, no one else is allowed to speak, even no one is allowed to ask questions. Everyone will listen quietly while this person tells the story within the given time (e.g. 2 minutes)

**Step 2:** All the group members (peers' mentors) under the guidance of the

**Positive** mentor or mentors (facilitator and time keeper) will take turns to  
**feedback** by make brief comments in one of the following way.

**group**

**members.**

1. One thing they feel contributed to the success OR
  2. One thing they are impressed about that was presented OR
  3. Explain briefly how they felt as they listened to the inspirations.
- Each person can choose one of the three ways to respond within the given time (e.g. 1 minute each)
  - During this time, the Mentee is not allowed to say anything but to listen very carefully and can take note of everything that is said



mentally or take notes.

**Step** 3: In a sentence, the Mentee will say something about what he or she  
**Response by** learned from the peers and thank everyone within the given time (e.g.  
**Mentee** 2 minutes)

- At this time, not one else is allowed to say anything but to listen.

This session ends, the facilitator will move to the next Mentee. This session would have taken a total of 10 minutes (2 minutes for Presentation, 6 minutes for Feedback and 2 minute for Response)

## **Tool 2: Examples of personal experiences: Achieved, prospects, and possibilities**

**Purpose of the** Shared experiences, in light of the lessons and insights presented in

**Tool** this Handbook are a great source of motivation and a confirmation of what is presented in the Handbook. Identify specific achievements, prospects, and possibilities as a result of sheer determination and belief in oneself by taking bold steps walk into the future with hope for success.

### **Steps**

**Step** 1: Identify a common or a unique achievement, a prospect, or a  
**Presentation by** possibility and describe and discuss the necessary practical actions  
**Mentee** and mental determination that drive people to achieve the outcomes of the self-determination. ambiguous mental drive, and creative ideas that resulted in the achievement, prospects, and possibilities.

- The Mentee with the achievement or is in the process of achieving a certain achievement will tell the whole group what

the situation is and what he or she has done to effect those achievements. A positive thinking, self-propagation, self-discipline, and self-motivation during trying and difficult circumstances such as financial needs, loose of loved ones, physical illness, difficult social issues such as family break-up, tribal fights/conflict etc. could be some common examples of situations that gave birth to such achievements.

- At this time, no one else is allowed to speak, everyone will listen quietly while only one person (the mentee) tells the story within the given time (e.g. 3 minutes)
- At this time only a few **quick** questions or comments for commendation and recognition of achievement (2 minutes).

**Step 2:** All the group members (Peers Mentors) under the guidance of the mentor or mentors (facilitator and time keeper) will take turns to **Positive feedback by** make brief comments in the following way:

**group members.**

- The peers take turns to share their own experiences. If someone has not been in a similar situation, they will not participate in the session, instead just sit in and listen or can volunteer to be facilitator or time keepers so the senior mentors (Year 3 or Year 4) who may have similar experience may participate in sharing their experiences. The responses must be within the given time.
- During this time, the Mentee is not allowed to say anything but to listen very carefully and can make note of everything that is said

mentally or take notes.

**Step 3:** In a sentence, the Mentee will say something about what he or she

**Response by** learned from the peers and thank every one of them within the given

**the Mentee** time (e.g. 2 minutes)

- At this time, no one else is allowed to say anything but to listen.

**This session ends, and the facilitator will move to the next Mentee. This session would have taken a total of 19 minutes (3 minutes for Presentation, 12 minutes for Feedback, 2 minutes for questions for clarification, and 2 minutes for Response)**

**Tool 3: Discussion of personal and group social issues that serve as setbacks to students' social and academic well-being.**

<u>Purpose of tool</u>	To contribute practical, realistic, and achievable strategies and approaches to position them and their peers to overcome specific social or mental setbacks that hinder them from developing their natural capabilities and inbuilt potential to be successful in their personal and communal lives.
<b><u>Steps</u></b>	
Step 1: Presentation by Mentee	Identify and describe a feeling or a social situation that surprises and adds stress to your mind in precise terms. <ul style="list-style-type: none"><li>• The Mentee will tell the whole group about a feeling/thought or a family, tribal, or intertribal social situation that tends to suppress or undermine his or her potential or affect his or her mental and psychological well-being.</li><li>• At this time, no one else is allowed to speak, even no one is allowed to ask questions. Everyone listens while only one person tells the story within the given time (e.g. 3 minutes)</li></ul>

<p>Step 2: Positive feedback by group members.</p>	<p>All the group members (peers' mentors) under the guidance of the mentor or mentors (facilitator and time keeper) will take turns to make brief comments in one of the following ways.</p> <ul style="list-style-type: none"> <li>• Say something about your peer's qualities and strengths</li> <li>• State facts to comfort your peer</li> <li>• Any comments to help make your peer strong</li> <li>• Correct any wrong perceptions or thoughts contributing to your peer's distress</li> <li>• Give any information about resources or counselling support, any administration support available and or any helpline phone numbers etc.</li> <li>• Mentors can participate, if they have had similar experiences</li> <li>• During this time, the Mentee is not allowed to say anything but to listen very carefully and can make note of everything that is said mentally or take notes.</li> </ul>
<p>Step 3: Response by the Mentee</p>	<p>In a sentence, the Mentee will say something about what he or she learned from the peers and thank everyone of them within the given time (1 minute)</p> <ul style="list-style-type: none"> <li>• At this time, not one else is allowed to say anything but to listen.</li> </ul>
<p><b>This session ends, the facilitator will move to the next Mentee. This session would have taken a total of 9 minutes (2 minutes for Presentation, 6 minutes for Feedback and 1 minute for Response)</b></p>	

**Tool 4: Discussion of personal and communal benefits of morals, values, and self-respect.**

**PURPOSE OF TOOL** To understand the significance of morality, personal values, and respect for oneself and others in one’s personal integrity and appreciate them as mechanisms that empower personal success and communal success, societal unity, and advancement.

**STEPS**

<p><b>STEP 1:</b></p> <p><b>PRESENTATION BY THE MENTEE</b></p>	<p>Discuss the underlying implications of the following statement by Albert Einstein: “<b>The end result of education is Intelligence and Character</b>”. The central idea: Intelligence and character cannot be deviced from each other. Hence, for <b>Intelligence</b> as the first product of education, discuss the possible known means of developing an intelligent and skillful mind that is prepared for effective career powered by high standards of morals, values, and self–respect which are integral aspect of one’s character.</p> <ul style="list-style-type: none"> <li>• The Mentee present his or her views about Einstein’s philosophy and further point out some reasons <b>WHY Character</b> is absent in university and college graduates who are in the workforce. Also identify some possible negative impacts of the lack of <b>Character</b> by public office holders and politicians alike.</li> <li>• At this time, no one else to allow to speak, even no one is allowed to ask questions. Everyone listen while only one person presents his/her views within the given time (e.g. 2 minutes)</li> </ul>
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**STEP 2:** All the group members (peers' mentors) under the guidance of the mentor or mentors (facilitator and time keeper) will take turns to make brief comments in one of the following ways.

**POSITIVE FEEDBACK BY ALL THE GROUP MEMBERS.**

- Say something about your peer's qualities and strengths based on his/her discussions on the topic, personal experiences, difficulties etc.
- State facts to motivate your peer.
- Any comments to help make your peer strong to develop their intelligence and character.
- Correct any wrong perceptions or thoughts contributing to your peer's distress.
- Give any information about resources or counselling support, any administration support available and or any helpline numbers etc.
- During this time, the Mentee is not allowed to say anything but to listen very carefully and can make note of everything that is said mentally or take notes.

**STEP 3:** In a sentence, the Mentee will say something about what he or she learned from the peers and thank everyone of them within the given time (1 minute)

**RESPONSE BY THE MENTEE**

- At this time, not one else is allowed to say anything but to listen.

**This session ends, the facilitator will move to the next mentee. This session would**

have taken a total of 9 minutes (2 minutes for presentation, 6 minutes for feedback and 1 minute for response)

## **PART FOUR: ETHICAL PRINCIPLES, MORALITY, AND SELF CONTROL**

**Definition of ethics.** *Derived from the Greek word “ethos”, which means “way of living”, ethics is a branch of philosophy that is concerned with human conduct, more specifically the behaviour of individuals in society. Ethics examines the rational justification for our moral judgments; it studies what is morally right or wrong, just or unjust.*

### **The benefits of being an ethical being**

The fluid that lubricates an effective functioning and better outcomes of the

‘societal machine’ is a high quality of ethical principles. Each person has the right to do nearly anything he or she wants to do from the worst of all negative to the best of all positive actions.

However, doing what is right and beneficial to themselves and to the others in society is the central tenant behind ethics and ethical principles. Promoting sound ethical principles is the starting point for

securing the unsecured people living primarily in the underdeveloped communities that are prone to being marginalized in the process of socioeconomic development. Impeding social issues such as tribalism, *wantok* system, high tax rates applied on wages with an imbalance wages-tax ration, minimal employment benefits among others are likely to undermine the significance of living within the confines of ethical principles. This is the scenario that begs elites in the positions of authority to choose the path of righteousness. However, when ethical principles and values are

**ETHICS IS KNOWING THE DIFFERENCE  
BETWEEN WHAT YOU HAVE A RIGHT TO DO  
AND WHAT IS RIGHT TO DO.**

*Potter Stewart*

**This is the scenario that begs  
elites in the positions of authority  
to choose the path of  
righteousness.**

invaded by the above pressing social realities, the worst affected are the bulk of the population that benefit from the positive results of ethical values and principles such as honesty, transparency, and accountability. Hence, ethical principles and values are priceless commodities when applied even under trying circumstances can strategically progress a society's socioeconomic development.

### **For group discussion:**

**Identify few socio-cultural norms that contravene the principles of ethics in a modern society and point out proactive measures in light of principles of ethics.**

### **Understanding the significance of morality**

Morality is related to ethical principles as both concepts demand moral and ethical righteousness in common. But morality goes a little further as it impinges not only on drawing a clear demarcation between right and wrong, justice and injustice, good and bad etc. but involves a sense of humor, respect for self and others, and living and interacting within the society one is placed in a manner that values the significance of harmonious living. The virtue of morality is therefore, a beauty of selflessness and selflessness manifests as a byproduct self-respect. Self-respect further gives birth to respect for others indiscriminately. Hence, respect for others does not understand the language of racial differences, tribal affiliations, language boundaries, gender, social status, and all other forms of discriminatory impulses.

### **The art and theory of respect.**

The first person that respect you is yourself. Respect for oneself and for others in your neighborhood also function as the conduit for others to accord you the kind of respect you deserve. Hence, respect is earned. The virtue of respect for others is offered unconditionally and



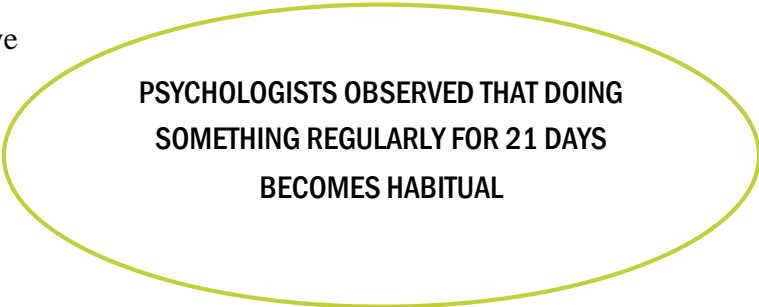
in-discriminatively. A genuine respect for others does not violate the rights and beliefs of others. Thus, respect is about tolerance.

### **For group discussion:**

Discuss the different ways the virtue of respect is demonstrated both in thought and actions. What are the personal benefits of respect?

#### **Addiction to habits**

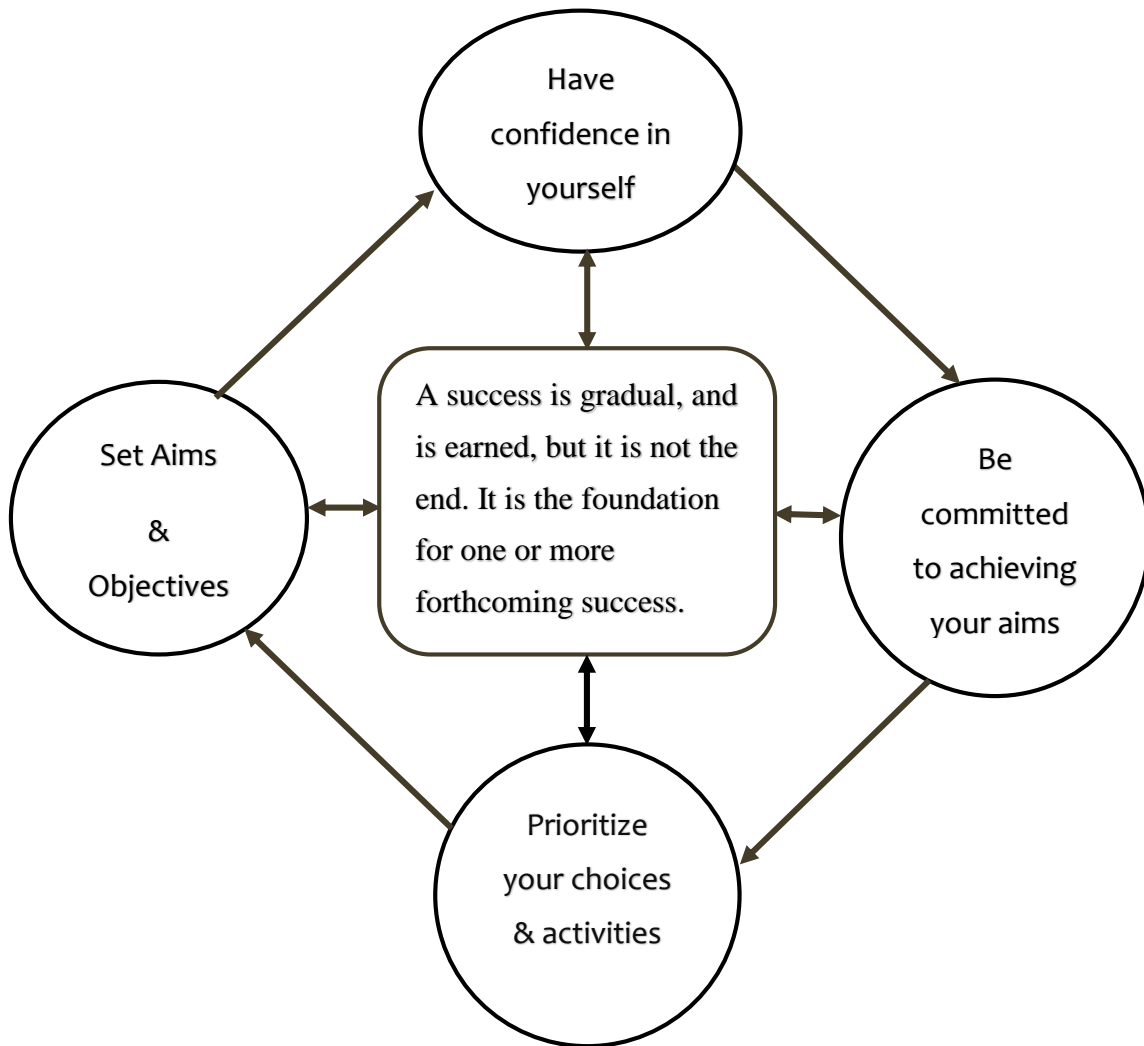
The concept of addiction when sighted at face-value appears to be negative. However, addiction to a habit may also carry both negative and positive connotations. For instance, if a person begins to make the virtue of respect for self and others on a daily basis, it has a high possibility of becoming a part of the person's life. This principle also applies to the use of drugs and illicit substances and other self-destructive actions and behaviours.



**PSYCHOLOGISTS OBSERVED THAT DOING  
SOMETHING REGULARLY FOR 21 DAYS  
BECOMES HABITUAL**

#### **The pathway and effects of self-control/self-esteem**

All children are equally born with inbuilt ability to pursue happiness and success in life, thus have the potential to excel in life. However, only the fittest and competent that explore their potentials make life enjoyable. Reflect upon this statement in light of the quote by *Vitale* before defining the implications of self-esteem.



*“What determines the level of self-esteem is what the individual does”.*

(Nathaniel Branden)

### **The practice of living consciously**

The practice of living consciously is the first pillar of self-esteem. Sentence-completion work is a deceptively simple yet uniquely powerful tool for raising self-understanding, self-esteem and personal effectiveness. It rests on the premise that all of us have more knowledge than we

normally are aware of — more wisdom than we use, more potential than typically shows up in our behavior. Sentence completion is a tool for accessing and activating these ‘hidden resources.

### **The Practice of Self-Acceptance**

**YOU CAN HAVE, BE, AND  
ANYTHING YOU WANT**  
*Dr. Joe Vitale, Metaphysics*

Self-acceptance is a basic principle for positive living

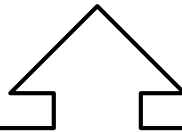
and for successful living. The following are some detriments to self-acceptance.

#### **For group discussion:**

Select the one of the following problems which you experienced in life and share how it has shaped your character and perception.

- **Cultural background** (a person’s culture can become the reason for experiencing racism, discrimination, and bullying).
- **Social standing in society** (a person or her/his family can experience psychological trauma caused by the lack of recognition and standing in a competitive society).
- **Financial status** (lack of money and modern goods can have negative effects on people’s lives or provoke positive thinking and develop proactive approaches to overcome financial difficulties).
- **Less number of friends** (loneliness can either promote depression or promote positive thinking to pursue success in life to attract new and old friends).
- **Lack of vision and passion** (experiencing an aimless and purposeful life can either kill a person psychologically or provoke positive thinking).
- **Failure** (in education, relationship, business, sports, etc.)

- **Loose of loved ones** (losing a loved one can have lasting mental strain but the struggle to survive independently can become a turning point for developing aggressive thinking and developing hidden potentials that
- were suppressed by the presence of love, warmth and provisions of people).
- **Gaining of poor grades** (gaining low grades can become a turning point: mistakes make perfect).



*Out of a greatest despair could come a greatest gift when only when you navigate the course of your daily life with utmost care and courage.*

**For group discussion**

The greatest crime we commit against ourselves is not that we may deny or disown our shortcomings, but that we deny and disown our greatness — because it frightens us.

We can run not only from our dark side but also from our bright side — from anything that threatens to make us stand out or stand alone, or that calls for the awakening of the hero within us, or that asks that we break through to a higher level of consciousness and reach a higher ground of integrity.

**A PERSON BECOMES WHAT SHE THINKS ABOUT**

*Morris F. Goodman*

*(Plane crash survivor)*

Experiences of people who triumph over life-threatening situations have shared experiences that individuals can embrace and imitate. This implies that the human mind and emotional being, when directed at toward positive living, an unhindered focus on something beautiful in life are the most naturally inbuilt features of a person that make people succeed in life. They can also heal life-threatening diseases even beyond what pharmaceutical drugs can offer. What people feel about themselves, be it negative or positive is delivered upon them. This is the philosophy behind Goodman’s words above. In addition to the acceptance of our light, he advises us that “nothing does as much for an individual’s self-esteem as becoming aware of and accepting disowned parts of the self. The first steps of healing and growth are awareness and acceptance — consciousness and integration.”

### **The Practice of Self-Responsibility**

External input in one’s mental (including knowledge and intelligence) emotional development is unlikely to refine and shape a person to achieve a desired state, thus, it external input is a secondary power to transform. The primary mechanism to trigger the development of mental cognition and emotional development is the person’s own willingness and commitment to allow the information sourced from the external sources to transform her.

*“I am responsible for my choices and actions. To be ‘responsible’ in this context means responsible not as the recipient of moral blame or guilt, but responsible as the chief causal agent in my life and behavior.” Branden*

We’re responsible when we’re able to respond to life’s challenges as healthy, autonomous human beings — not as victims, blaming this or that for our challenges, but as individuals who own our abilities to manifest our desires as we engage in life.

An example of the above quote by Carl Jung is that Mother Theresa understood the philosophical roots about how to resolve conflicts and wars as well as the effects of mishandling such conflicts by applying inappropriate strategies and approaches. Hence, she was brilliant in her response to a request during the Second World War and said: **“I will never attend a**



**war rally. If you have a peace rally, invite me”.** Mother Theresa knew, and understood the secret. If you are talking about what you don’t want, or talk about how bad it is, or read about it all the time and say, oh how terrible it is, you are creating more of that.

**WHAT YOU RESIST PERSIST**  
*Carl Jung -1876-1961*

Learn to become still and take your attention away from what you don’t like and halt the emotional charges around it and place the attention on what you wish to experience. I would say the voice and the vision on the inside become more profound, and clearer and loud than the opinion from the outside, then you’ve mastered your life.

**YOU ARE  
THE ONLY ONE  
WHO CREATES YOUR REALITY**

*Esther Hicks*

You are not here to try to get the world to be just as you want it to be, you are here to create the world around you that you choose while you allow the world that others choose to be exist also.

## **The Practice of Self-Assertiveness**

To practice self-assertiveness is to live authentically: It demonstrates an individual's self-propagated motivation to beat all odds: It is the ability to speak and act from a person's

### **Reflection:**

Identify a personal, family, or tribal issue you or your family/tribe are confronted with and reflect on the difficult mental, emotional, and psychological process you and your group experienced. Do you believe that the application of approach discussed above would get you out of the social issue?

innermost convictions and feelings — as a way of life, as a rule. The essence of this pillar is to be real. To drive this point home, remember the idea that “authentic” and “author” come from the same root. To be authentic is literally to be the author of your own story. Others around you get attracted or distracted by your story. An authentic mindset develops from a sub-conscious mind to a conscious mind. The basic passion in the best leaders is self-expression. Their work is clearly a vehicle for self-actualization. Their desire is to bring ‘who they are’ into the world, into reality is the practice of self-assertiveness.

## **The Practice of Living Purposefully**

The practice of living concurs the saying, “Survival of the fittest”. Hence, to live purposefully is to use our powers for the attainment of goals we have selected: the goal of studying, of raising a family, of starting a new business, of solving a scientific problem, of building a vacation home, of sustaining a happy romantic relationship and so forth. It is our goals that lead us forward, that call on the exercise of our faculties, that

### **SELF-EVALUATION:**

**DO YOU TREAT  
YOURSELF THE WAY YOU  
WANT OTHER PEOPLE TO  
TREAT YOU?**

energize our existence featured by productive, satisfying, and meaningful lives. This means that in order to begin the process of experiencing a purposeful life, one needs to set goals she wants to achieve. People rarely ask themselves, ‘If my goal is to have a successful relationship, what must I do? What actions are needed to create and sustain trust, intimacy, continuing self-disclosure, excitement, growth?’” Purposes unrelated to a plan of action do not get realized. They exist as frustrated yearnings.

#### **Group discussion**

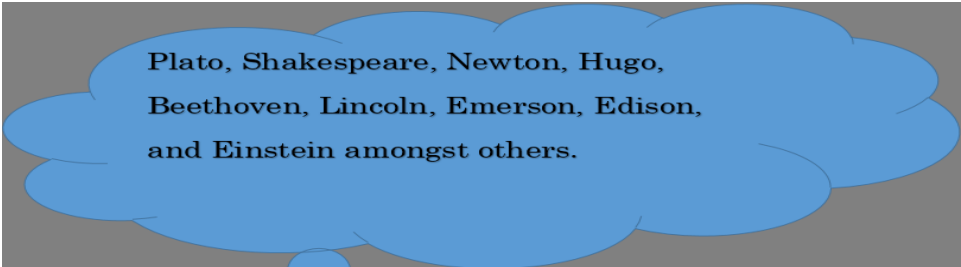
What are your goals? What deeply inspires you? These aren’t things that you think would impress others, but the visions that deeply resonate with your highest values and ideals.

### **The Practice of Personal Integrity**

Without practicing personal integrity, the preceding practices disintegrate. “Integrity is the integration of ideals, convictions, standards, beliefs — and behavior. When our behavior is congruent with our professed values, when ideals and practice match up, we have integrity” Perfection is *not* the standard because it’s impossible to attain. Small improvements make huge difference in developing self-esteem and live more conscious lives.

## **PART FIVE: THE LAW OF ATTRACTION**

The law of attraction, according to popular historical and contemporary philosophers is the secret to success. Some of these greatest people in history who knew the secret for success were:



Plato, Shakespeare, Newton, Hugo,  
Beethoven, Lincoln, Emerson, Edison,  
and Einstein amongst others.



The secret to happiness, health and wealth (Bob Proctor, Philosopher). We can have whatever that we choose regardless of how big it is (John Assaraf – Entrepreneur). Pause for a moment

and reconsider the following common saying and see if there are any possibilities in the popular view that speaks otherwise. Some of



the world's prominent past and contemporary philosophers such as those listed above have been inspired by a different ideology which is quite contrary to the common ideology about dreams whereby dreams are perceived as mere blissful imagery conceptualization of what dreamers think of, or in another sense wish for. Thus, the renown philosophers identified above firmly held that for those that demonstrated some level of self-confidence in themselves by making their dreams become realities, dreams are starting point for success. These philosophers further firmly believe that people tend to witness or become what they wish for or dream form over time.

### **The Path to the Secret to Success**

We all work with one infinite power. We all guide ourselves by exactly the same laws, which is the law of attraction. The natural laws of the universe are so precise that scientists don't even have any difficulty controlling space ships and can send people to the moon and time the landing with a position of a fraction of a second.

**THE SECRET IS THE ANSWER TO ALL THAT  
HAS BEEN, ALL THAT IS, AND ALL THAT  
WILL EVER BE**

*Ralf Malabo – 1805-1882*

Regardless of where we come from, we are all

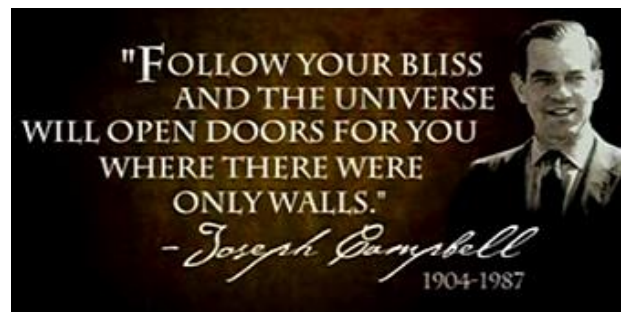
working with one power-the law of attraction (Bob Proctor, Philosopher). Humans have the power to attract both good and bad experiences and events depending on what they attract beginning from with their inner conceptual and spiritual beings. People can attract anything that is required. If you want money, you can attract it, if friends, you can attract them, thus you can

attract anything whose image is in your thoughts and emotions. You only need to pay attention to what you are attracted to because as you hold images of what you want, they are going to be attracted to you. But it does move into reality by the law. You can start with nothing and out of nothing and out of no way, a way will be made.

**There are two things we need to be aware of:**

1. It has been proven scientifically that in affirmative thought is hundreds of times more powerful than in negative thought. That eliminates the degree of worry. So you want to be aware of your thought and want to choose your thoughts carefully and you want to have fun with this because you are the master piece of your own life: you are the Michael Angelo of your own life; the David you are scoped in is you and you do it with your thoughts.

2. There are laws within the universe; for instance, the law of gravity, when you fall off a building or a tree it doesn't matter you are. Whether you are a good person or bad person you can still hit the ground.



## Dreams and reality: A life experience

### A brief narrative of a dream that became a reality 24 years (March 2024).

The author of the letter below wrote and kept it for many years until life was added to his dream.

Christian Leaders' Training College of Papua New Guinea Inc.  
Banz Campus  
P.O. Box 382  
MT. HAGEN, WHP

Date: 29<sup>th</sup> November 1999

The Human Resource Manager  
Employment for Life  
P.O. Box 777  
WONDERLAND

Dear Sir/Madam,

**RE: SEEKING EMPLOYMENT OPPORTUNITIES**

I write to your highly esteemed office regarding the above subject.

Please kindly let me know should there be vacant positions available in your organization that require the kind of qualifications I possess as per the resume attached.

Please do not hesitate to contact me on the contact details indicated on the resume.

Yours faithfully,

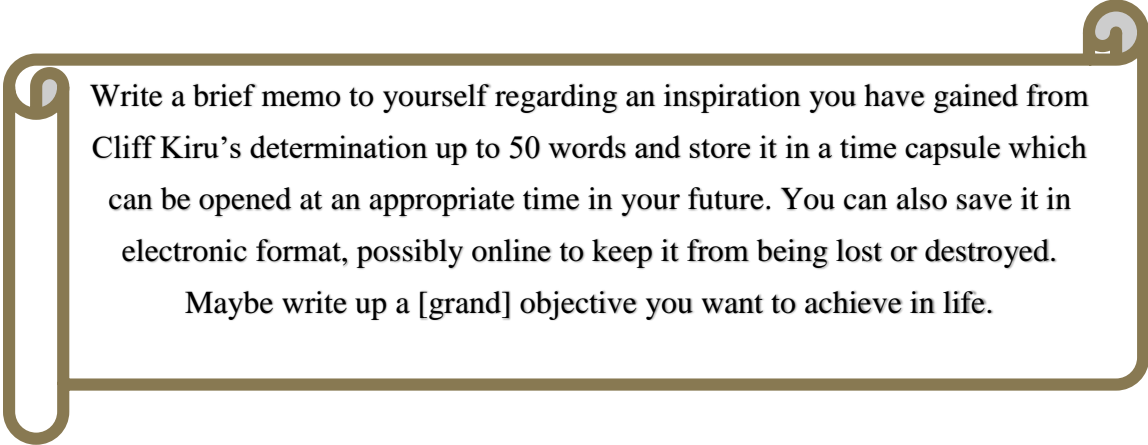
*cliffkuru*

.....  
DR. CLIFF KIRU (PhD in Sociology)

Hence, the date on which the mock job-seekers letter was written was 3 years before he completed my first degree, 6 years before his PGDE, 15 years before he enrolled in the Masters program, 19 years before he enrolled in the PhD program, and approximately 24 years before he was conferred the Degree of Doctor of Philosophy. He writes:

“I wrote the letter from the blues but the Valedictorian (Dux) Award I received during my second year of studies motivated me to look into the unknown future with so much faith confidence in myself. I told myself then that I can do it and achieve my dreams. I dreamt a dream that both the nature and I worked towards it. The Prefix (Dr.) remained an inspiration until I achieved it 2and half decades later. I had a faith that denied the financial constraint and challenges while nature played its part over many years and they story began to unfold in ways I had never contemplated”.

### **A memorable exercise**



Write a brief memo to yourself regarding an inspiration you have gained from Cliff Kiru’s determination up to 50 words and store it in a time capsule which can be opened at an appropriate time in your future. You can also save it in electronic format, possibly online to keep it from being lost or destroyed.

Maybe write up a [grand] objective you want to achieve in life.

### **Unpopular positive truths about dreams**

Dreamers that dream dreams about their immediate and distant future are guided by a system called Emotional Guidance

**DREAM DREAMS, FOR DREAMS ARE FREE -  
DREAMS ARE DREAMS**

*A misconceived philosophy*

System. The emotional Guidance System is used to guide the many different thoughts coming into a person’s mind from so many different directions about so many different subjects. Many different thoughts, assumptions, ambitions, and plans enter a person’s mind. In the midst of these countless thoughts, wise people navigate their thought and ambitions and allign thoughts with their wishes that are guided by a critical emotional guidance system. This becomes the stating point to add life to their dreams-dreams eventually become realities.

Everything that surround you right now in your life including the things you are complaining about, are been attracted to you by yourself. This is one of the hardest concepts to get but once you've accepted it, it is life-transforming and this is part of the overall giant secret. We tend to think that everything is controlled by auto-pilot and everything is brought to us by default. This could be your first time to hear this and you will feel like you are obliged to monitor all your thoughts, thus feel like it will require quite a lot of work. It will seem like that at first but that is where the fun begins. However, you are not required to monitor your thoughts as that will sort of make you crazy. That's where your emotional guidance system comes in. The Emotional guidnce system helps understand what people are thinking. So this means that people's thoughts cause their feelings. The emotions are an incredible gift people have to let them know what they are attracting. There are only two emotions: one feels good and the other feels bad. This Emotional Guidance System is centered around emotions.

**Some common positive and negative emotions**



FRASRTION

WORRY

BLAME

ANGER

Read the passage below and develop ideas and thoughts  
in preparation for your next peer mentoring session.

There are different types of emotions with different names but essentially, all of the negative emotions feel much the same – bad, they do not feel good. And all of those are guide in saying that which you are thinking about right now are not in line with what you are really wanting. In another sense, these are described as bad frequencies, bad vibes or whatever people may want to call. The one that feels good-that feeling of love or hapinessthat good feeling or positive emotion is guide in saying that what you are thnking right now is in alignment with what you are wanting. So it is simple: If you feel good, keep doing that because you attract everything that goes on around you. Our feelings are feedback mechanism to us about whether we are on track or off track. Thus, the better you feel, the more alignment you are. The worst you feel, the more out of alignment you are. You are most

**“WHATEVER YOU ARE FEELING IS A PERFECT  
REFLECTION OF WHAT IS IN THE PROCESS OF  
BECOMING”**

*Esther Hicks*

**“WHAT YOU THINK AND WHAT  
YOU FEEL AND WHAT MANIFESTS  
IS ALWAYS A MATCH”**

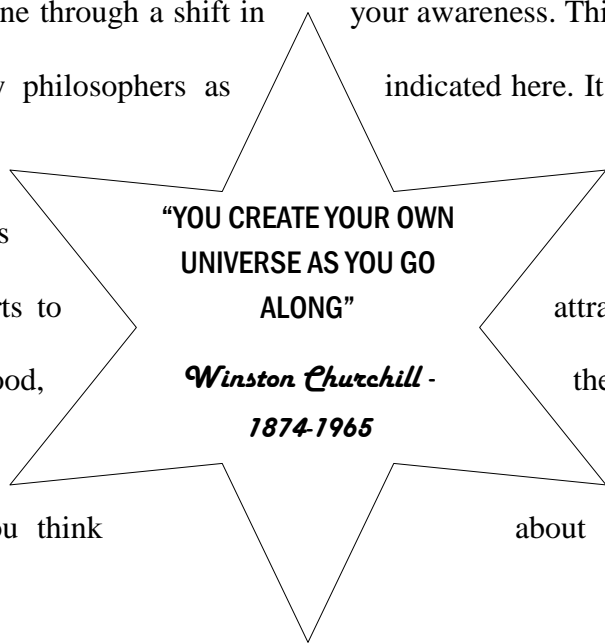
*Esther Hicks*

likely to get not so much what you are thinking about but what you are feeling about be it positive or negative. For so many people, they have no clue that a simple shift in their emotions can change their entire day and life. If you start on a good day with a particular feeling, it is likely to remain as that as long as you do not allow it to change that mood and you are going to attract it by the law of attraction.

You can begin right now to feel healthy. You can begin to feel prosperous. You can begin to feel the love that surround you even if it is not there. And what will happen is, the universe will correspond to the nature of your song and correspond to the nature of that inner feeling and manifest because that is the way you feel. Basically what you focus on in your thought and feeling is what you attract in your life whether or not it is something you want.

**Ramifications to Self-condemnation and Ill-feelings**

There are ramifications to you as an individual have destroyed. Whatever thought has done in your life can be undone through a shift in your awareness. This was foretold by one of the world’s 20<sup>th</sup> Century philosophers as indicated here. It is important, therefore, in a person’s life to feel good or positive is the universe and starts to the more you feel good, things you feel good higher. Whatever you think about.



*When you begin to get a hang on the above, you begin to guide your thoughts based on the way you feel and you'll begin to notice the correlation between what you are feeling and thinking and what's coming back to you. Before you know it, you will know that you are the creator of your own reality.*



**Solution to low emotions and sadness:**

- ✓ Put on a beautiful music
- ✓ Have fun with someone you love-a baby would be great
- ✓ Play with your pet
- ✓ ~~Block everything off but that~~



Life can be absolutely phenomenal and it should be, and it will be when you start using the secret. A valid question that could pop up on your mind is: What is my job in the creative process, and what is the job of the universe? Let's examine the creative process to answer this question.

### **The Creative Process**

The creative process is a three step process.

#### **Step 1. Ask**

Ask for what you want. You do not use words to ask. In fact, the universe is not hearing what you say. The universe is responding completely to your thought.

#### **Step 2. Answer**

An answer to what you are asking. And that is not your work in your physical form. The universe will do that step for you. All of the universal forces are responding to your thoughts and emotions. The universe will rearrange itself and make it happen for you. You don't need to know how it will come about and know the universe will rearrange itself. All you need to do is to attract the way.

#### **Step 3. Receive**

This means you must bring yourself in alignment with what you are asking for. When you are in alignment with what you want, you feel wonderful. That's what enthusiasm and joy is. That's what appreciation and feeling of passion is.

When you turn that fantasy into a fact, you are in the position to open the door to better fantasies. That is the creative process. This means the law of attraction is figuring out what will help you to generate the feeling of having it right now and remember them. This will help you to

literally attract them. Hence, you can possibly attract anything you want. You got to pay attention to what you are attracted to.

Think of a night you rode on a vehicle from one destination to another. The headlights go only a short range forward. All you you have to do is to focus on the next hundred or two hundred feet and that's how life begins to unfold before us. If you trust that the next two hundred feet will unold and the next, your life will keep on unfolding untill you get to the next destination whatever it is you choose and truly want because that is what you want.

**You can start out of nothing and out of nothing and out of noway, a way will be made.**

**“TAKE THE FIRST STEP IN FAITH. YOU DON'T HAVE TO SEE THE WHOLE STAIRCASE, JUST TAKE THE FIRST STEP”**  
*Martin Luther King Jr. 1929-1968*

You could be wondering about how long it would take to witness your dreams come thru. Well, there is no rulebook that stipulates when things will unfold. Rather it is

about you being in alignment with the universe itself. Size is nothing to the universe to attract on a scientific level. Something that we consider huge to something that we consider infinitisimally small. The universe does everthing it does to make it grow. It's all about what it goes up in our minds. Somethings take shorter time to materialize than others.

Sometimes you feel like you're stuck. But you can move out of your current situation. If you are looking at what is, then you are thinking about what is. And you think about what is, the law of attraction gives you more of it. So you have to observe a way out of what is to a different vintage point.

**MOST PEOPLE OFFER THE  
MAJORITY OF THEIR THOUGHT IN  
RESPONSE TO WHAT THEY ARE  
OBSERVING**

Most people see their current state of affairs and say, "This is who I am". But that is not what you are. That's who you were! That's the residual outcome of your past thoughts and actions. So you are constantly living in your residual will of the thoughts and actions of your past. By

**ALL THAT WE ARE IS THE RESULT OF WHAT WE HAVE  
THOUGHT - *Buddha***

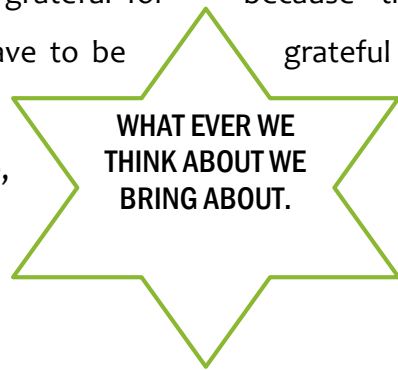
defining yourself by your past, you doom yourself to have nothing more than the same in your future.

### **The Real Truth About Human Bodies**

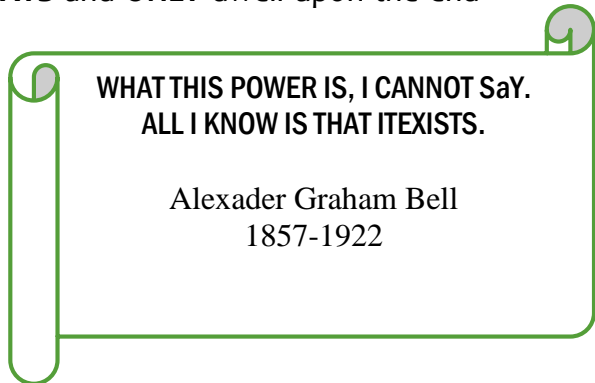
Most people define themselves by their finite body-its weaknesses and strengths, up and downs is life, etc. But you are not a finite body. Even under a microscope, there is energy field. You are a spiritual being who operates in different energy field. We are all connected but we don't see it. There isn't an "out there" and "in here". Everything in the universe is connected just as we are one energy field. You are extensions of sourced energy who are here in these magnificent bodies. But your bodies have distracted you for the most part from who you really are. You are source energy. You are eternal beings. Scripturally, we are image and the likeness of God. We are an infinite field of unlimited possibilities. You have the-potential to create your world because you have the power to do that.

What can you do to right now to turn your life around? There are couple of things you can do.

**Gratitude.** First, start making a list of things to be grateful for because this shift your energy and start to shift your thinking. You have to be grateful for the good things you feel about. Gratitude is absolutely the greatest way to bring more into your life. For instance, when a husband does something a wife appreciates, he wants to do more! It's always about appreciation – it pulls in and attracts support.



**Visualize.** When you visualize, then you materialize. The mind visualize what you are thinking or what you are doing. If you have been there in the mind, you'll go there in the body. When you got that picture playing out in your mind, **ALWAYS** and **ONLY** dwell upon the end result. It's the feeling that creates the attraction, not just the picture of the thought. This is where the secret actually moves into action. That feeling, that secret inner feeling will become an open door way through which the power of the universe will begin to express.



Scientific proff: An interesting thing about themind is that Olimpyc athletes were taken and hooked up with sophisticated bio-feedback equipment and had them run their event only in their mind. Incredibly, the same musscles fired in the same sequences when they were running in their mind as when they were running on the track. How can this be? Because your mind candistinguish what you are doing or whether it's just a practise. Thus, it is possible that if you've been there in the mind, you'll be there in the body.

Our job is not t figure out the **“HOW”**. The **“HOW”** will show up in the commitment and the belief in the **“WHAT”**. The **“HOWS** are the domain of universe: it always knows the shortest, quickest, the fast, the most harmonous way between you and your dream.

**PART SIX: APPENDICES**

**DWU PEER MENTORING SIGN IN SHEET FOR SUBMISSION**

Faculty \_\_\_\_\_ Department \_\_\_\_\_

Date \_\_\_\_\_ Venue \_\_\_\_\_

Start Time \_\_\_\_\_ End Time \_\_\_\_\_

Number of mentees:

Present: \_\_\_\_\_ Absent: \_\_\_\_\_ Apologies: \_\_\_\_\_

	<b>Names of attendants</b>	<b>Check In Time</b>	<b>Check Out Time</b>	<b>Name of Issue</b>	<b>Time in minutes</b>
1					
2					
3					
4					
5					
6					
7					
<b>TOTAL NUMBER OF MINUTES</b>					<b>60 minutes</b>

General  
Comments \_\_\_\_\_

Name of Mentor

1 \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Name of Mentor 2

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## PEER MENTORING SCHEDULE FOR SECOND SEMESTER OF 2023

WEEK	DATE	ACTIVITY	VENUE	CONDUCTOR
1	6 <sup>th</sup> July	Introduction to Peer Mentoring Introduce Peer Mentoring activities to ALL Categories of Students Advise Student How to Develop Peer Groups	Great Hall	Mr. Vincent Sobo & Mr. Cliff Kiru
3	20 <sup>th</sup> July	Student Peer Groups lead discussions on the topic, “The practice of living consciously” & “Discussion of personal and communal benefits of morals, values, and self-respect”.	Mentors’ Choice	Peer Mentors
5	3 <sup>rd</sup> August	Power Point Presentation on, “The secret to success: The significance of dreams”.	Great Hall	Mr. Cliff Kiru
7	17 <sup>th</sup> August	Student Peer Groups lead discussions on the topic, “Examples of personal experiences: Achieved, prospects, and possibilities”.	Mentors’ Choice	Peer Mentors
9	31 <sup>st</sup> August	Student Peer Groups lead discussions on the topic, “The Practice of Self-Acceptance” & Examples of personal experiences: Achieved, prospects, and possibilities”.	Mentors’ Choice	Peer Mentors
11	14 September	Power Point Presentation on, “The Creative Process”.	Great Hall	Mr. Cliff Kiru
13	28 <sup>th</sup> September	Student Peer Groups lead discussions on the topic, “The Practice of Living Purposefully and Importance of Personal Integrity”.	Mentors’ Choice	Peer Mentors
15	5 <sup>th</sup> October	Student Peer Groups lead discussions on the topic, On of the Inspirational Quotes”.	Mentors’ Choice	Peer Mentors

17	19 <sup>th</sup> October		Great Hall	Mr. Vincent Sobo
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## TRAINED PEER MENTORS FOR RESPECTIVE PEER GROUP

PEER GROUP #	NAMES OF MENTORS	GENDER	YEAR	FACULTY/DEPARTMENT
1	Joshua Peter	M	3	Nursing
2	Primus Malawi	M	3	Nursing
3	Micah Guii	M	3	Nursing
4	Fittler Yanoma	M	3	Nursing
5	Paul Gibson	M	2	Nursing
6	Daniel Arawi	M	2	Nursing
7	John Paul Bauep	M	3	Education
8	Sylvester Akui	M	3	Education
9	Lovell Sindum	M	2	Education
10	Sr. Lawrenceia Tamaloko	FM	3	Nursing
11	Christina Laulai	FM	3	Nursing
12	Emerlyn Worumbui	FM	3	Nursing
13	Sr. Catherine Net	FM	2	Nursing
14	Lavinia Pelly	FM	2	Nursing
15	Abigail Iruru	FM	2	Education
16	Susanna Tomai	FM	2	Education
17	Julia Andy	FM	3	Nursing
18	Loretha Wapi	FM	3	Education
19	Beverlyn Wouwou	FM	3	Education
20	Stacy Kambuliagen	FM	3	Education
21	Sylvia Simon	FM	3	Education
22	Amanda Kongopa	FM	3	Nursing
23	Nathan Malai	M	2	Education
24	Erian Nathan	M	2	Education
25	Jahman Joel	M	2	Education
26	Aloysious Paul	M	3	Education

NOTE Each student mentor is required to be the team leader of a peer group of 6 students



## PEER GROUP MEMBERSHIP LIST

PEER GROUP #	PEER GROUP MENTOR	MENTEES	YEAR	PROGRAM
1	Joshua Peter	1. 2. 3. 4. 5. 6.		
2	Primus Malawi	1. 2. 3. 4. 5. 6.		
3	Micah Guii	1. 2. 3. 4. 5. 6.		
4	Fittler Yanoma	1. 2. 3. 4. 5. 6.		
5	Paul Gibson	1. 2. 3. 4. 5. 6.		
6	Daniel Arawi	1. 2. 3. 4. 5.		

		6		
7	John Paul Bauep	1. 2 3 4 5 6		
8	Sylvester Akui	1. 2 3 4 5 6		
9	Lovell Sindum	1. 2 3 4 5 6		
10	Sr. Lawrenceia	1. 2 3 4 5 6		
11	Christina Lulai	1. 2 3 4 5 6		
12	Emerlyn Worumbui	1. 2 3 4 5 6		
13	Sr. Catherine Net	1.		

		2 3 4 5 6		
14	Lavinia Pelly	1. 2 3 4 5 6		
15	Abigail Iruru	1. 2 3 4 5 6		
16	Susanna Tomai	1. 2 3 4 5 6		
17	Julia Andy	1. 2 3 4 5 6		
18	Loretha Wapi	1. 2 3 4 5 6		
19	Beverlyn Wuwou	1. 2 3		

		4 5. 6.		
20	Stacy Kambuliagen	1. 2 3 4 5. 6.		
21	Sylvia Simon	1. 2 3 4 5. 6.		
22	Amanda Kongopa	1. 2 3 4 5. 6.		
23	Nathan Malai	1. 2 3 4 5. 6.		
24	Erian Nathan	1. 2 3 4 5. 6.		
25	Jahman Joel	1. 2 3 4 5.		

		6		
26	Aloysius Paul	1. 2 3 4 5 6		
27		1. 2 3 4 5 6		
28		1. 2 3 4 5 6		
29		1. 2 3 4 5 6		
30		1. 2 3 4 5 6		
31		1. 2 3 4 5 6		
32		1.		

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34		1. 2 3 4 5 6		
35		1. 2 3 4 5 6		
36		1. 2 3 4 5 6		
37		1. 2 3 4 5 6		
38		1. 2 3		

		4 5 6		
39		1. 2 3 4 5 6		
40		1. 2 3 4 5 6		