

Term 1, Lesson 1 WELCOME BACK!

Fully Alive 3 Activity Book

In the box below, write down some words or phrases to describe your feelings at the beginning of this new school year. Then, finish the sentences.

I feel...

My hopes for this year are...

My worries/concerns about this year are...

Term 1, Lesson 2 I AM VALUABLE! (I)

Fully Alive 3 Activity Book

In the centre of the page, paste an image/photograph of yourself.
Alternatively, you could trace your handprint. If you wish, add in some of your own words or phrases to describe what makes you unique as a person.

God created
only one me.

I cannot be
replaced.

I am unique
and precious.

I have my
own talents
and gifts.

God has
given me the
gift of life.

I am made in
the image and
likeness of God.

I am loved.

Term 1, Lesson 2 I AM VALUABLE! (2)

Fill in your first name in the blank spaces and then read the sentences.
Highlight the phrase or sentence that means most to you.

Fully Alive 3 Activity Book

This is the Word of the Lord about

_____.

I made you _____ in my own image and likeness, and when I made you I saw that you were good (*Genesis 1:27, 31*). You _____ are my work of art (*Ephesians 2:10*). I have blessed you _____ with all the spiritual blessings of heaven in Christ (*Ephesians 1:3*). You _____ are a god, the beloved child of the Most High (*Psalms 82:6*). I have loved you _____ with an everlasting love (*John 3:13*). You are always in my presence _____ (*Psalms 73*). I have gone to prepare a place for you, and I shall return to take you with me, so that where I am, you _____ may be too (*John 14:2-3*). And I will show you the path of life _____, the fullness of joy in my presence (*Psalms 16:11*). For I am God and this is my word to you.

Term 1, Lesson 3 GETTING TO KNOW ME – MY OUTER SELF

Fully Alive 3 Activity Book

This is a questionnaire which examines what you know and what others know about your outer self. Ask another person in your group to fill it in, based on what they know about you. They should only fill in what they can. Then, fill it out for yourself. Compare your answers and talk together about any differences that you notice.

	' Answers	My Answers
Name:		
Address:		
Date of birth:		
Hair colour:		
Eye colour:		
Schools attended:		
Friends:		
Favourite pastime:		
Favourite subject:		
Best gift/ability:		
Type of music I like:		

Term 1, Lesson 4 **GETTING TO KNOW ME – MY INNER SELF (I)**

Fully Alive 3 Activity Book

In the space below, name some feelings or emotions. Then, choose *one* of these feelings and draw a picture to represent a time when you experienced this feeling. You might like to add some words or phrases to explain your drawing. Keep a copy of this sheet in your 'ME' folder.

**Term 1, Lesson 4 GETTING TO KNOW ME –
MY INNER SELF (2)**

**Fully Alive 3
Activity Book**

Add your own thoughts/memories/feelings to the prayer below.

Dear God,

I know that you love me.

You created me in your own image and likeness.

You encourage me to be fully alive.

You have all the time in the world to listen to me.

You want me to share my inner world with you.

That's why I come to you now with these memories, feelings and thoughts...

Thank you, God,

Amen.

Term 1, Lesson 5 MY INNER SELF IN PAST TIMES

Fully Alive 3 Activity Book

In the table below, complete your own lifeline of events, dates and feelings/reactions/inner thoughts. You might like to use colours to give a stronger expression of how you felt. (NB: You are free to omit any events that you would rather others did not see.)

Events	Age	Feelings/Reactions/Inner Thoughts
	Today	

Term 1, Lesson 7 WHAT DO I WANT TO BECOME? (I)

Fully Alive 3 Activity Book

Read/listen to the story of Rudy Garcia-Tolson on pages 20-21 of the Student Textbook. In the space below, write down some words/phrases to describe your thoughts/feelings/reaction to Rudy's story.

In the box below, use words and/or images to reflect your thoughts/dreams/ideas/hopes for your future.

My Future

Term 1, Lesson 7 WHAT DO I WANT TO BECOME? (2)

Complete the four sentences in words and/or images.

Fully Alive 3 Activity Book

The achievement I am most proud of is:

My goal for this week is:

The personal quality I would most like to develop is:

I hope to develop this quality by:

Term 1, Lesson 8 FINDING MY WAY (I)

Fully Alive 3 Activity Book

We all have unique talents and gifts. This worksheet aims to help you to understand yourself better in terms of your personality, skills and values. In each box, circle one or two of the words/phrases that describe you best.

MY PERSONALITY

Determined Artistic Co-operative Helpful Friendly Supportive
Understanding Organised Down-to-earth Independent Creative
Imaginative Motivated Practical Competitive Reliable Trustworthy
Responsible Caring Cheerful Patient Easy-going Enthusiastic Gentle

MY SKILLS

Working with my hands Repairing/making things Building things
Reading books and studying Entertaining and performing Playing a
musical instrument Singing Drawing/painting/sculpting Thinking up
new ideas Managing people Caring for others Comforting and
listening to others

MY VALUES

Working outdoors with earth and nature Working indoors Working
with others as part of a team Being involved in helping others
Feeling that my work is making a difference Money Having regular
hours Respect and status Security Working with numbers and
records Working shifts or irregular hours Being able to travel/move
around in my job

Term 1, Lesson 8 FINDING MY WAY (2)

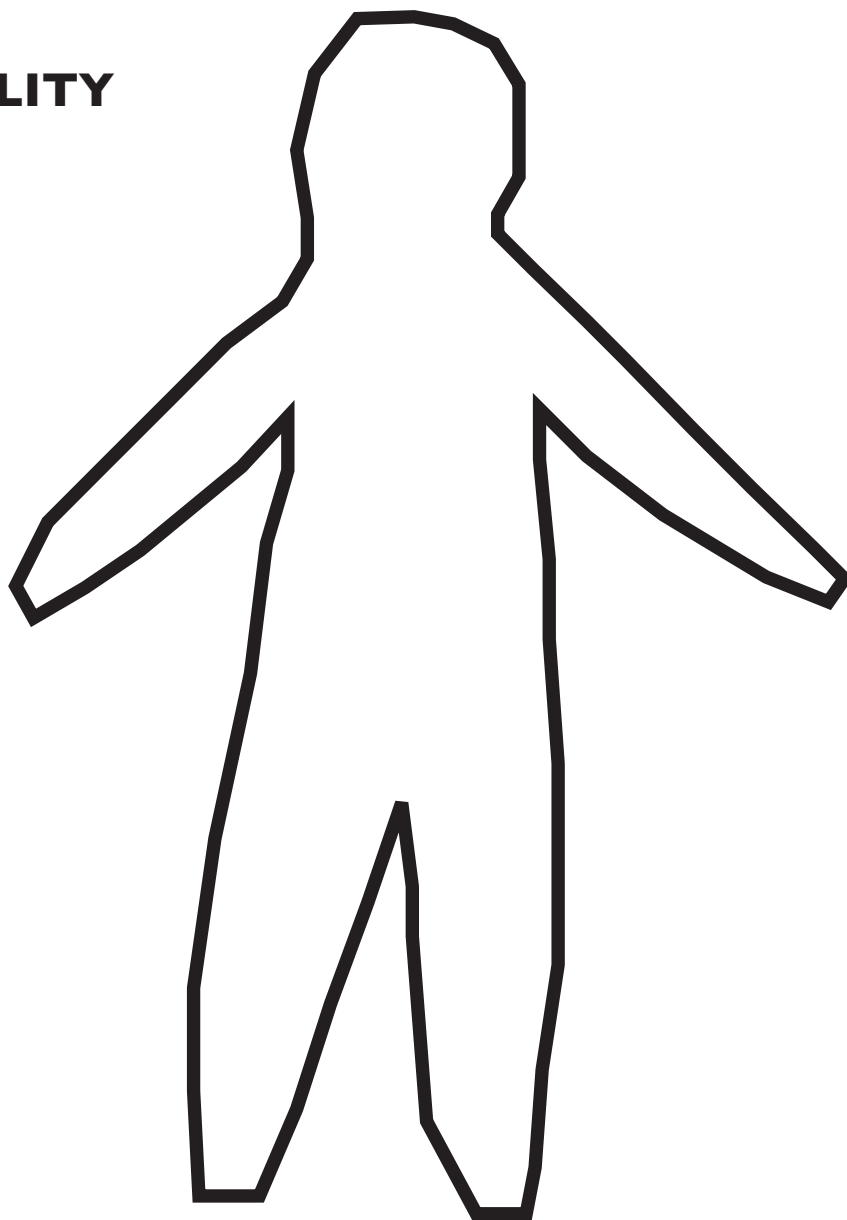
Fully Alive 3 Activity Book

Under the correct heading, write in the words/phrases that you chose from the boxes opposite. Add in any extra words/phrases of your own to complete your picture of yourself. On the lines below, write about what you have learned about yourself from doing this exercise.

**MY
PERSONALITY**

**MY
SKILLS**

**MY
VALUES**



Term 1, Lesson 9 **WHAT DOES GOD WANT ME TO BECOME?**

Fully Alive 3 Activity Book

On the lines below, name three gifts/abilities that God has given you. Choose one of these gifts and, in the box provided, using words and/or pictures, give an example of a way in which you are using/developing this unique ability/gift.

1.

2.

3.

Term 1, Lesson 10 THE BEATITUDES (I)

Using pages 29-30 of the Student Textbook, complete the following by filling in the missing Beatitudes.

Fully Alive 3 Activity Book

God blesses:

1. those people who depend only on God;
2. _____
3. those people who grieve;
4. _____
5. those people who are merciful;
6. those people whose hearts are pure;
7. _____
8. _____
9. those people who are abused for following Jesus.

Term 1, Lesson 10 THE BEATITUDES (2)

Using page 30 of the Student Textbook, complete the following table.

Fully Alive 3 Activity Book

JESUS SAYS THAT GOD BLESSES...	IN OTHER WORDS GOD BLESSES...	THIS SUGGESTS THAT GOD VALUES...
People who depend on God	People who know they don't have all the answers; people who are aware of God in their lives	
	People who treat others with kindness; people who treat the earth with respect	
People who grieve		Friendships and relationships – and will restore them in heaven
People who hunger and thirst for what is right		
People who are merciful	People who don't take revenge; people who forgive and give others a fair chance to change	Mercy Forgiveness
People who make peace		
	People for whom others make trouble because they do the right thing	
People who are abused for following Jesus		What Jesus taught Our love for Jesus Our respect for Jesus

Term 1, Lesson 11 KNOWING MY VALUES (I)

Complete the following exercises.

Fully Alive 3 Activity Book

Identify your top three values:

1.

2.

3.

Choose *one* of these and write about a time when you lived by this value.

Term 1, Lesson 11 KNOWING MY VALUES (2)

Fully Alive 3 Activity Book

Using page 33 of the Student Textbook to help you, copy out the 'guidelines for making good choices' in the box below. Then choose just *one* of these guidelines and, on the lines at the bottom of the page, list some examples of times when a person might not live by this guideline.

Guidelines For Making Good Choices

Term 1, Lesson 12 STAYING TRUE TO MY VALUES

List some adjectives to describe what you are like in the following situations:

Fully Alive 3 Activity Book

With friends, I am...

With parents, I am...

In the classroom, I am...

When I am alone, I am...

Do you find it difficult to live by your values sometimes? Why do you think this might be so?

Term 1, Lesson 13 MY CHOICES AFFECT MY FUTURE

Complete the following exercises.

Fully Alive 3 Activity Book

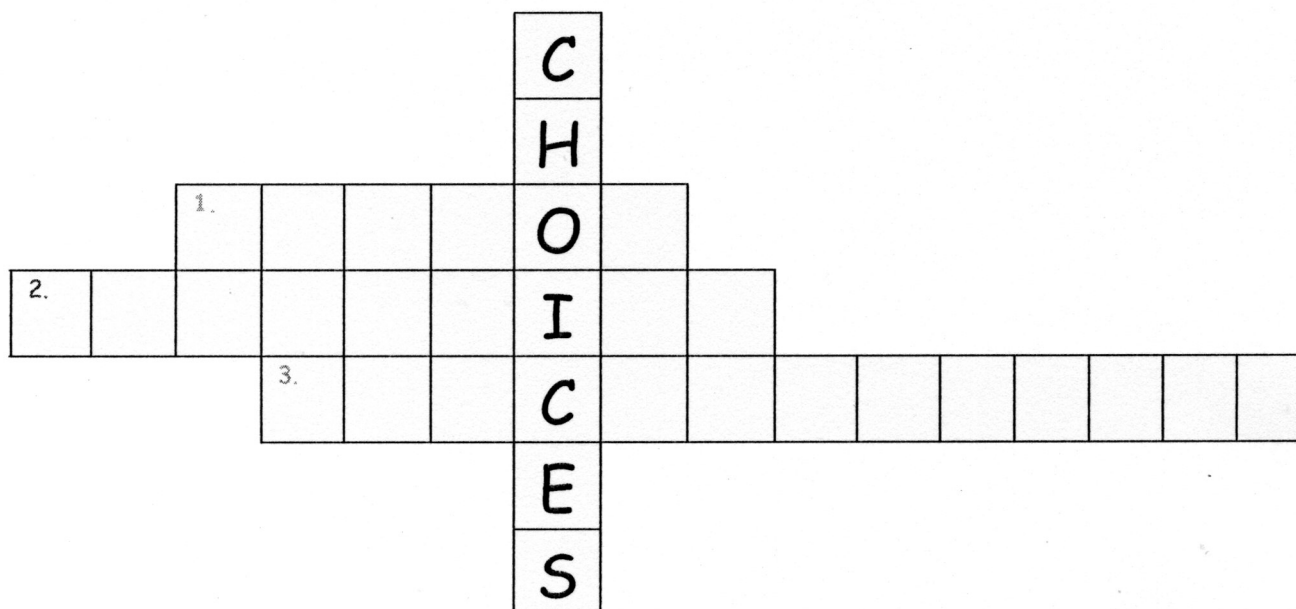
1. Write a sentence to explain each of these terms:

Values

Morality

Consequences

2. Using the clues below, complete the word puzzle and identify the three factors which determine how right or wrong a choice is.



CLUES

1. Name given to something we do.
2. Your aim in choosing to do or not to do something.
3. Another word for situation.

Term 1, Lesson 14 WHAT WORTH DO OTHERS HAVE?

Complete the following exercises.

Fully Alive 3 Activity Book

Then God said, 'And now we will make _____

_____.' (Genesis 1:26)

Being made in God's image and likeness is an invitation to **three** things:

1.

2.

3.

In the space below, paste pictures or images that show one way in which human dignity is respected in our world today and one way in which it is not.

Term 1, Lesson 16 A SPECIAL DEVELOPMENT

Fully Alive 3 Activity Book

In the box below, paste some photographs/images of yourself at each particular stage in your life. Beside each picture/image write a short description of yourself at that stage. Mention what you were able to do/achieve at each stage. You may include examples of class work from nursery/primary school, etc, if you wish.

Stage 1: As a baby...

Stage 2: As a four-year-old...

Stage 3: As an eight-year-old...

Stage 4: As an eleven-year-old...

Stage 5: As a teenager

Term 1, Lesson 17 DEATH AND ETERNAL LIFE (I)

Under the prayer titles below, write out the words of each prayer.

Fully Alive 3 Activity Book



Term 1, Lesson 17 DEATH AND ETERNAL LIFE (2)

Complete the following exercises on the Rosary with the help of this or a similar website: <http://www.rosary-center.org/howto.htm>

Fully Alive 3 Activity Book

The Glorious Mysteries of the Rosary are most often used at wakes and funerals. The five Glorious Mysteries are:

1. _____
2. _____
3. _____
4. _____
5. _____

Write out instructions for how to say the Rosary:

Complete the prayer that is usually recited after each decade of the Rosary at a wake or funeral service:

'Eternal rest grant _____

_____.

Term 1, Lesson 18 FRIENDSHIP (I)

Fully Alive 3 Activity Book

Read through the following list of statements. Write either 'Agree' or 'Disagree' on the lines provided. Then, circle in red ink the statements that you think are definitely the marks of true friendship. In groups, compare your answers and chat about any differences that you notice.

A true friend will:

1. Always keep a secret _____
2. Cover up for you _____
3. Always be ready to forgive _____
4. Lend you money whenever you ask _____
5. Support and encourage you _____
6. Tell lies to help you get out of trouble _____
7. Do anything for you without question _____
8. Stay with you in times of trouble _____
9. Ignore your faults _____
10. Tell you the truth, especially about yourself _____
11. Share everything they can with you _____
12. Listen to you when you need to talk _____
13. Dress the same as you _____
14. Care about you _____
15. Try to understand you _____
16. Agree with everything you say _____

Term 1, Lesson 18 FRIENDSHIP (2)

Fully Alive 3 Activity Book

In the centre of this page, put a dot with your name beside it to represent yourself. Then draw other dots to represent others whom you know, but place them at the distance that represents how close you are to them. Identify them with initials only. In the space between your name and their initials, write the name of the quality that is most important to you in each relationship.

Term 1, Lesson 19 **FRIENDSHIP AND COMMUNICATION (I)**

Fully Alive 3 Activity Book

On the lines below, list some communication 'Dos and Don'ts'. The first one has been done for you!

COMMUNICATION DOS AND DON'TS

Do give the person your undivided attention.

Don't allow yourself to be distracted.

**Term 1, Lesson 19 FRIENDSHIP AND
COMMUNICATION (2)**

Fully Alive 3 Find the words listed below in the wordsearch.
Activity Book



LOVE, CARE, TRUST, HONESTY, TRUTHFULNESS,
COURAGE, COMPANIONSHIP, LISTENING

Term 1, Lesson 20 JESUS LEADS PEOPLE TO FRIENDSHIP WITH GOD

Fully Alive 3 Activity Book

Look up the reference given to find the answer to each question.

1. To where did Jesus go to pray? (*Mark 1:35*)

2. To where did Jesus go after saying farewell to his disciples? (*Mark 6:46*)

3. For whom did Jesus say we should pray? (*Matthew 5:44*)

4. What instructions did Jesus give on how to pray? (*Matthew 6:6-8*)

5. What prayer did Jesus give the words to? (*Matthew 6:9-15*)

6. What did Jesus say about prayer? (*Matthew 21:22*)

7. Before choosing his apostles, Jesus spent some time in prayer. How long did he spend praying and where did he go to pray? (*Luke 6:12*)

8. What two prayer parables did Jesus tell? (*Luke 18:1-8; 9-14*)

9. What words did Jesus pray in the Garden of Gethsemane? *(Luke 22:42)*

10. What words did Jesus pray on the cross? *(Luke 23:34)*

In the box below, write out the prayer that Jesus taught us.

‘The Lord’s Prayer’ or ‘Our Father’

Term 1, Lesson 21 YOUR FRIENDSHIP WITH GOD (I)

Give an example of each of the following types of prayer.

Fully Alive 3 Activity Book

Vocal prayer:

Meditation:

Contemplation:

Write out your favourite prayer or describe your favourite way of praying.
Remember to say why this is your favourite prayer or favourite way of praying.

Term 1, Lesson 21 YOUR FRIENDSHIP WITH GOD (2)

Fully Alive 3 Activity Book

Interview someone in your family circle or school community about the way they pray, using the questions below.

Questions for interview:

How often do you pray?

Why do you pray?

What kind of prayers do you say?

Where do you find you pray best?

What posture do you adopt when you pray?

What helps you to pray?

What advice would you give to someone who was finding it difficult to pray?

Term 1, Lesson 22 AWARENESS OF GOD; IMAGE OF GOD

Fully Alive 3 Activity Book

In the space below, describe your image of God using some words and/or images. Add a few sentences about how your own image of God has changed or continues to change over the last few years.

Term 1, Lesson 23 TRINITY

Fully Alive 3 Activity Book

Study the image of the Rublev Icon below. Colour the icon with markers/crayons, using page 75 of the Student Text as a guide to the colours you should use and what they represent.



**Term 2, Lesson 1 CHECK YOUR ATTITUDE!
CHECK YOUR OUTLOOK! (I)**

**Fully Alive 3
Activity Book**

Circle or highlight any of the words below that describe you. Then, on the lines provided, write down some of the positive things other people have said about you.

I am...

Affectionate	Easy-going	Hopeful	Polite
Artistic	Enthusiastic	Imaginative	Reliable
Bubbly	Fair	Independent	Responsible
Caring	Friendly	Kind	Sincere
Cheerful	Funny	Likeable	Strong
Compassionate	Generous	Mature	Talented
Considerate	Gentle	Neat	Trusting
Courageous	Happy	Outgoing	Truthful
Creative	Helpful	Patient	Understanding
Dependable	Honest	Peaceful	Unique

Positive things that others have said about me include:

**Term 2, Lesson 1 CHECK YOUR ATTITUDE!
CHECK YOUR OUTLOOK! (2)**

Fully Alive 3 Answer the following statements with either a 'True' or a 'False'.
Activity Book

1. I believe that anything is possible. _____
2. I seldom think 'If only...' _____
3. I always think my glass is half-full, not half-empty. _____
4. I don't consider that life is an uphill struggle. _____
5. I seldom use words like 'can't', 'won't', 'should'. _____
6. I tend to expect the best. _____
7. I'm not afraid to try new things. _____
8. I tend to focus on what is good. _____
9. I don't feel that I'm to blame when things go wrong. _____
10. I trust my own judgement about things. _____
11. The way other people think about me does not dictate how I feel about myself. _____
12. I consider life to be an exciting adventure. _____
13. I always try to forgive and forget. _____
14. When I don't do as well as others, it never makes me feel that I am not as good as them. _____
15. I don't turn small problems into huge disasters. _____
16. I find it easy to say encouraging things. _____
17. I don't worry constantly about things. _____
18. When I've had a bad day, I'm always inclined to think that tomorrow will be better. _____

Give yourself one point for each question you answered with a 'True'.

11 or more: You have a positive way of thinking and feel good about yourself. You have a true and balanced self-image and are confident about your abilities. Well done! Keep believing in yourself!

5-10: You appear to be struggling with some negative emotions. Take time to review your good qualities and stop this negativity before it takes hold.

0-4: You tend to be over-critical of yourself. Challenge yourself to change your way of thinking and discover a more positive you!

Term 2, Lesson 2 JESUS' ATTITUDE TO THE WORLD (I)

Complete the following exercises.

Fully Alive 3 Activity Book

1. Fill in the blanks in the Parable of the Mustard Seed (*Matthew 13:31-32*) using the wordbank below.

The kingdom of heaven is like a _____ seed that someone took and _____ in his field; it is the _____ of all seeds, but when it has grown it is the _____ of shrubs and becomes a _____, so that the _____ of the air come and make _____ in its _____.

WORDBANK

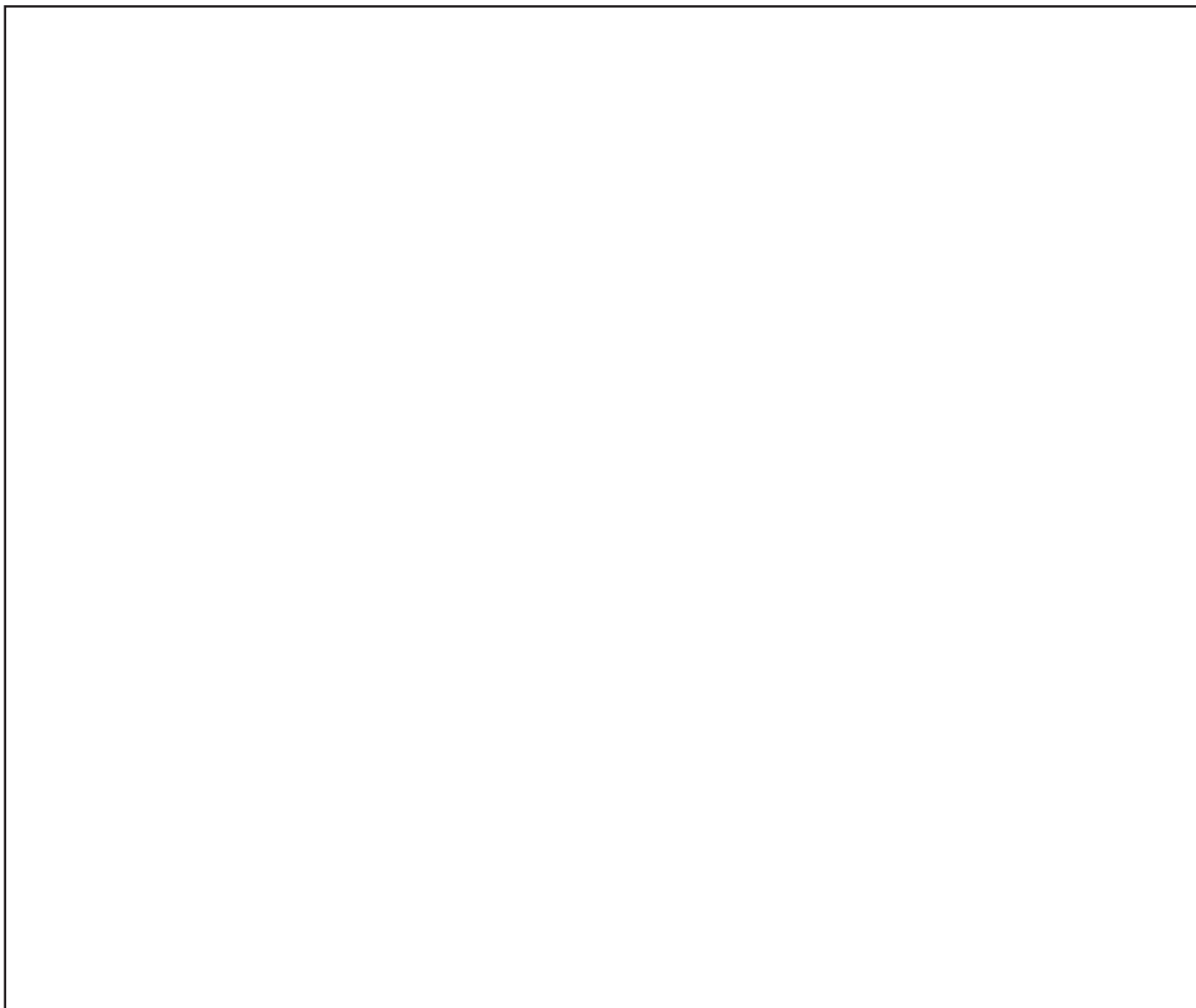
tree smallest branches sowed
greatest birds mustard nests

2. Using page 88 of the Student Textbook, complete this sentence:
'When Jesus looked at the growing mustard seed he...

Term 2, Lesson 2 JESUS' ATTITUDE TO THE WORLD (2)

Fully Alive 3 Activity Book

In the box below, draw a picture or paste an image/photograph of your favourite place or favourite thing in nature. Then, on the lines below the box, say what it is about this place or thing that helps you to feel connected with God.



Term 2, Lesson 3 JESUS AND HIS RELATIONSHIP WITH OTHERS (I)

Fully Alive 3 Activity Book

Using the wordbank below, fill in the missing words in the story.

The Story of Zacchaeus, the Tax-Collector

Jesus was passing through the town of _____. There was a man there called _____; he was a chief _____ and very rich. He was trying to see who _____ was, but because he was not very _____ he could not see above the _____. So he ran ahead and climbed a _____ tree in order to see Jesus, as he was going to pass that way. When Jesus came to the place, he looked up and said to him, 'Zacchaeus, hurry and come down, for I must stay at your _____ today.' So he hurried down and was happy to _____ Jesus. The people in the crowd began to _____ and they said, 'He has gone to be the guest of one who is a _____.' Zacchaeus stood there and said to Jesus, 'Look, Lord, half of my _____ I will give to the _____, and if I have _____ anyone of anything, I will pay back _____ times as much.' Then Jesus said, 'Today _____ has come to this house, because Zacchaeus too is a son of _____. For I have come to seek out and save the _____.'

WORDBANK

sycamore	sinner	crowd	grumble	Zacchaeus
defrauded	Abraham	welcome	poor	tall
lost	tax-collector	house	four	Jesus
Jericho	possessions	salvation		

**Term 2, Lesson 3 JESUS AND HIS RELATIONSHIPS
WITH OTHERS (2)**

**Fully Alive 3
Activity Book**

Colour in the picture of Jesus and Zacchaeus. Then, on the lines below, list some words to describe Jesus' attitude to Zacchaeus in the story.



Term 2, Lesson 4 THE WOMAN GIVEN PEACE BY JESUS (I)

Fully Alive 3 Activity Book

Read through the story of what happened at Simon the Pharisee's house (Luke 7:36-50). Then, in the speech bubbles, write what you imagine each of the main characters was thinking in the story.



What do you think Simon might have learned from Jesus' attitude to the woman?

Term 2, Lesson 4 THE WOMAN GIVEN PEACE BY JESUS (2)

Fully Alive 3 Activity Book

Read the following sentences and circle the correct words.

1. Jesus was asked to Simon's house for dinner/lunch/breakfast.
2. Jesus and Simon were both Muslims/Jews/Christians.
3. Simon was a Scribe/Sadducee/Pharisee.
4. Simon was pleased/disgusted/frightened when a woman gate-crashed his party.
5. The woman was a known artist/musician/sinner.
6. When the woman saw Jesus, she began to scream/sing/cry.
7. She wiped the feet/hands/head of Jesus with her hair and anointed him with a special scent.
8. Jesus could see that Simon was becoming annoyed, so he told him a joke/story/poem.
9. Jesus told Simon that people are close to God when they show selfishness/kindness/disrespect.
10. Jesus told the woman that her sins were unforgivable/terrible/forgiven.

Term 2, Lesson 5 THE WOMAN CRIPPLED FOR EIGHTEEN YEARS (I)

Fully Alive 3 Activity Book

Use the wordbank below to help you to fill in the blanks in the story.

One _____, Jesus was teaching in a _____ meeting place, and a woman was there who had been _____ by an evil spirit for _____ years. She was completely bent over and could not _____ up. When Jesus saw the _____, he called her over and said, 'You are now well.' He placed his _____ on her, and right away she _____ up straight and _____ God. The _____ in charge of the meeting place was _____ because Jesus had _____ someone on the Sabbath. So he said to the people, 'Each week has _____ days when we can _____. Come and be healed on one of those days, but not on the Sabbath.' The Lord replied, 'Are you trying to fool someone? Won't any one of you untie your ox or _____ and lead it out to drink on a Sabbath? This woman belongs to the family of _____, but _____ has kept her bound for eighteen years. Isn't it right to set her _____ on the Sabbath?' Jesus' words made his _____ ashamed. But everyone else in the _____ was happy about the wonderful things he was doing.

WORDBANK

donkey man praised enemies woman free healed
straighten stood Abraham Sabbath hands crowd
work Satan eighteen Jewish six crippled angry

**Term 2, Lesson 5 THE WOMAN CRIPPLED FOR
EIGHTEEN YEARS (2)**

**Fully Alive 3
Activity Book**

Read the following sentences and circle the correct words.

1. The woman had been crippled for five/ten/eighteen years.
2. When Jesus saw the woman, he called her over/laughed/cried.
3. Jesus placed a coat/a blanket/his hands on the woman.
4. The woman cried/stood up straight/collapsed when Jesus touched her.
5. The man in charge of the meeting place was happy/sad/angry at Jesus for healing the woman.
6. Jesus had healed the woman on a Monday/a Thursday/the Sabbath.
7. Jesus said that Satan/illness/sadness had kept her bound for eighteen years.
8. Jesus said that the woman belonged to the family of Abraham/Patrick/Samuel.
9. Jesus' words made his enemies feel good/ashamed/happy.
10. Everyone else in the crowd was curious/happy/afraid of the wonderful things Jesus was doing.

Term 2, Lesson 6 THE CENTURION'S SERVANT (I)

Complete the following exercises.

Fully Alive 3 Activity Book

- I. In your own words, tell the story of the centurion's servant (*Matthew 8:5-13*).

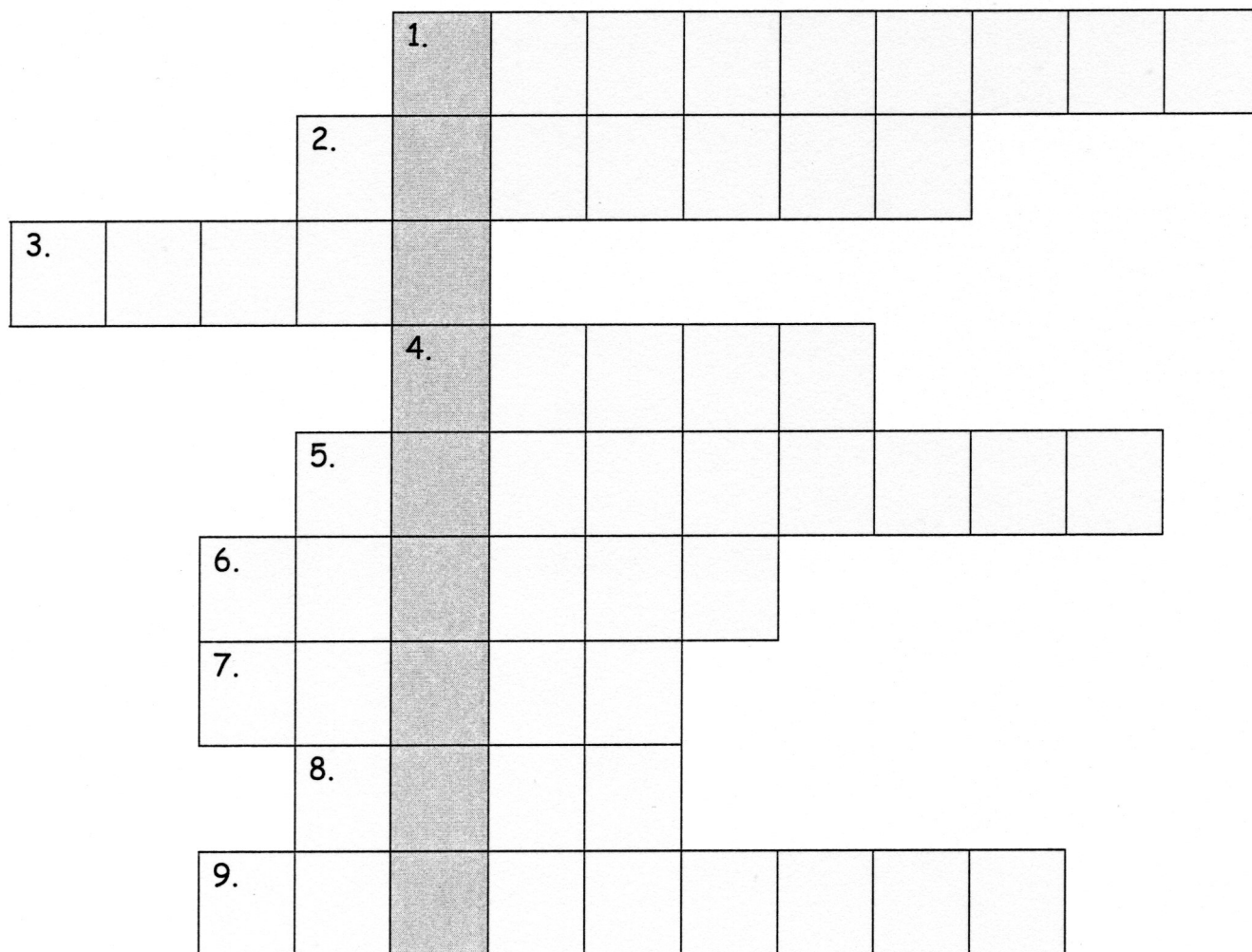
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

2. Write down some words or phrases to describe the attitude of Jesus towards the Roman centurion.

Term 2, Lesson 6 THE CENTURION'S SERVANT (2)

Do a Bible search for Matthew 8:5-13 and, using the clues below, complete the word puzzle.

Fully Alive 3 Activity Book



ACROSS

1. Name of the town which Jesus had just entered when the centurion approached him. (9)
2. The centurion's valued helper. (7)
3. Nationality of the centurion. (5)
4. Word to describe relations between the Jews and the Romans in the time of Jesus. (5)
5. Both Jesus and the centurion had this. (9)
6. Jesus told the crowd that he had not found such faith in all of ... (6)
7. Jesus was amazed at the centurion's ... (5)
8. Jesus healed the servant with a single one of these. (4)
9. Rank of Roman army officer who sought the help of Jesus. (9)

The word at 1 down is _____.

Term 2, Lesson 7 FOCUSING ON UNFAIR FEELINGS

Using the workbank below, complete the following sentences.

Fully Alive 3 Activity Book

1. To be prejudiced means that we _____ someone or something in an _____ way before we get to know them.
2. It means we make a _____ about someone or something before the basic _____ are known or before we have even experienced the situation.
3. Sometimes we may decide that we don't like someone because of: the way they _____; the way they _____; the way they _____; or just because our _____ don't like them.
4. Thinking about a person or thing in an unfair way can lead us to treat them in a _____ way.
5. We have to check our _____ to other people. Almost _____ is prejudiced in some ways.
6. It is a _____ task to _____ and overcome our prejudices.

WORDBANK

prejudiced speak everyone decision identify pre-judge
facts behave reactions unfair look lifelong friends

Term 2, Lesson 8 PREJUDICE AND STEREOTYPING

Fully Alive 3 Activity Book

In the first column, write the name of each student in your class. In the second column, identify an interest or a skill or an ability of that individual. If you cannot fill in the second column immediately, try to do so over the next week. Take time to do the Workbook Follow-Up suggested on page 109 of the Student Textbook.

[illegible]

Term 2, Lesson 9 **ACTING UNFAIRLY (I)**

Fully Alive 3 **Activity Book**

How aware are you of prejudice and discrimination in everyday life today?
Can you say that you are not prejudiced or that you do not discriminate against anyone? Answer the following questions to find out. Circle a, b or c.

1. Your friend casually makes a cutting remark about someone in your class/school because of something 'different' about them. What do you do?
 - (a) Tell your friend that you do not appreciate their remarks and encourage them to be more careful about what they say in future.
 - (b) Say nothing – just pretend you didn't hear them.
 - (c) Make a cutting remark of your own.

2. You overhear a group of students from your school picking on another student and calling them names. What do you do?
 - (a) Walk on by quickly and hope nobody sees you.
 - (b) Intervene by shouting over to the student being bullied that they are wanted in the office.
 - (c) Join in the name-calling.

3. With which of the following statements do you agree?
'It's better to employ younger people.'
'People with disabilities would be better working from home.'
'Local people are best able to serve the needs of local customers.'
 - (a) All three statements.
 - (b) Two of these statements.
 - (c) None of these statements.

4. You notice that the person before you in the queue has difficulty seeing properly and is using a visual aid. Which of the following do you do?
 - (a) Pretend you don't notice and avoid all eye-contact, as you don't want to embarrass anyone.
 - (b) If they seem anxious, ask them if they would like you to help them.
 - (c) Try to get ahead of them in the queue.

5. You're the last person to get on the bus and there's one vacant seat beside another passenger. Your gut instinct tells you that you'd rather not sit beside this person. Do you:

**Fully Alive 3
Activity Book**

- (a) Take the seat regardless.
 - (b) Stand and face the front so that you don't have to look.
 - (c) Get someone else to take that seat while you take theirs.
6. Which of these statements best represents your reaction to mixing with people from a different background to your own?
- (a) 'I'll speak my mind and I'll try to be open to learning about others.'
 - (b) 'You have to be careful not to offend people; it's best to steer clear of topics that might cause friction.'
 - (c) 'It's better to stick with the sort of people you know rather than to risk mixing with people you don't know.'
7. You are at the bus station. An announcement has just been made. You notice a person with a hearing-aid looking confused. What do you do?
- (a) Ignore the situation.
 - (b) Go over to them and repeat the announcement in a loud, slow voice.
 - (c) Wait to be asked to help.
8. You get an email with some jokes which are at the expense of a particular group of people. What do you do?
- (a) Forward the jokes to your friends.
 - (b) Enjoy the jokes and keep them for use again.
 - (c) Delete the email when you realise what it contains.

How did you do?

Add up your score using the values indicated below:

Q.1: a = 2; b = 4; c = 6

Q.2: a = 4; b = 2; c = 6

Q.3: a = 6; b = 4; c = 2

Q.4: a = 4; b = 2; c = 6

Q.5: a = 2; b = 6; c = 4

Q.6: a = 2; b = 4; c = 6

Q.7: a = 4; b = 6; c = 2

Q.8: a = 6; b = 4; c = 2

Read about what your score indicates on page 80.

Term 2, Lesson 10 PREJUDICE: UNFAIR SYSTEMS

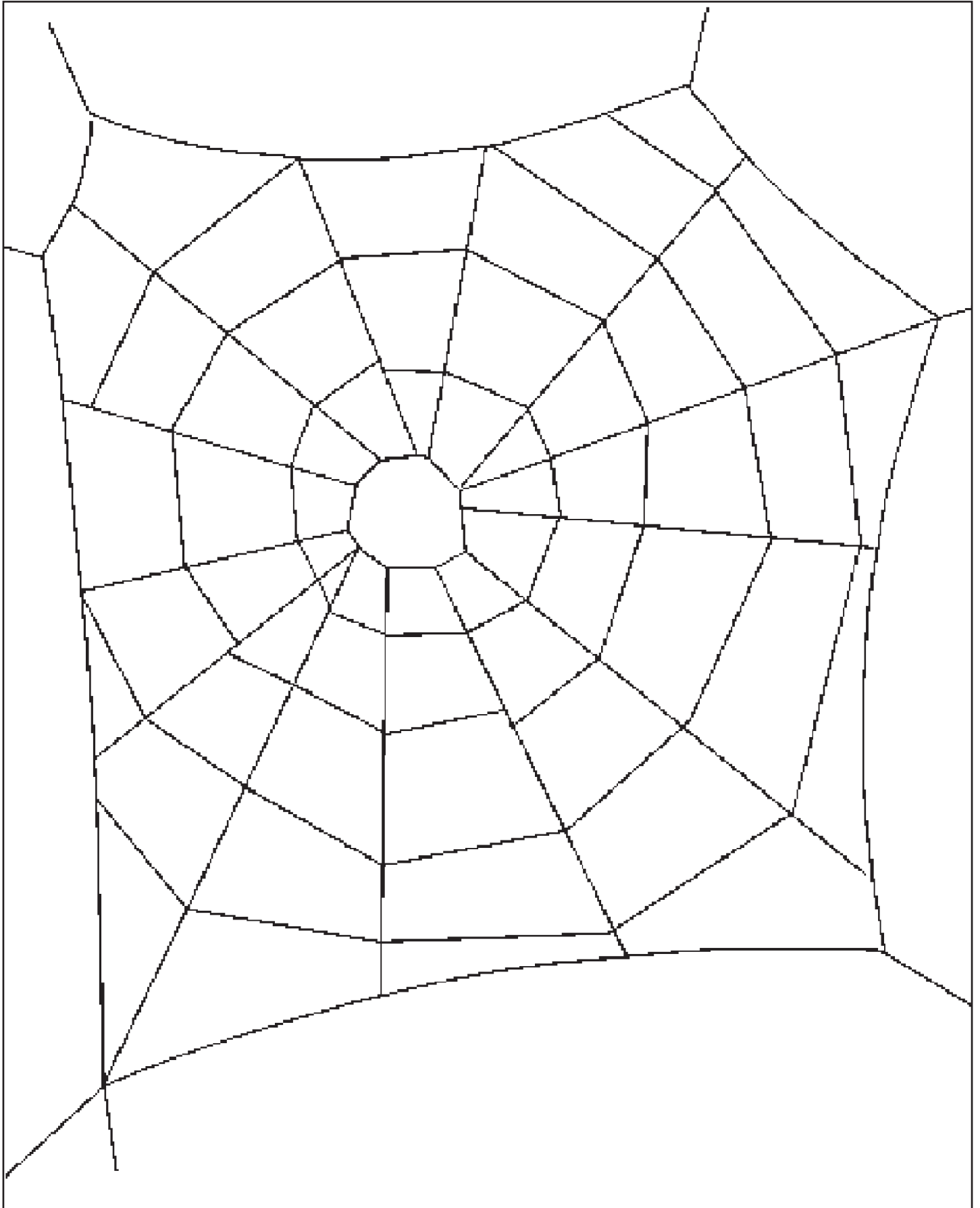
Fully Alive 3 Activity Book

In the space below, paste a newspaper report on a recent incident of racism. Then, on the lines underneath, briefly describe your reaction to the story and suggest some things a person your age can do to help stop racism in your school/neighbourhood.

Term 2, Lesson 11 A VERY PARTICULAR SORT OF PREJUDICE

Fully Alive 3 Activity Book

This web represents sectarianism. Draw/paste a picture of yourself at the centre of the web, and around this write in some words/phrases that sum up for you what sectarianism means.



Term 2, Lesson 12 MOVING BEYOND SECTARIANISM

Fully Alive 3 Activity Book

Complete the following certificate by writing in your name and some practical suggestions as to how you might move beyond sectarianism in your daily life.

MOVING BEYOND SECTARIANISM

I, _____, hereby pledge
to continue the journey to move beyond sectarianism in all
aspects of my life. Each day I will try to:

1. _____

2. _____

3. _____

Signed: _____

Term 2, Lesson 13 LENT: KEEPING FOCUSED (I)

Fully Alive 3 Activity Book

Complete your Lenten Calendar. Use the codes given in the menu on pages 54-55. (Ash Wednesday has been done for you.) Try to remember to do your challenge every day during Lent.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			Ash Wednesday ◆ 9			

Fully Alive 3
Activity Book

Lenten Menu

Fasting ♦

- ♦ 1 = Eat no 'junk' food.
- ♦ 2 = Take no fizzy drinks. Drink water instead.
- ♦ 3 = Eat some good food (e.g. vegetables) that you might otherwise skip.
- ♦ 4 = Do without a DVD/Video.
- ♦ 5 = No magazines or comics.
- ♦ 6 = No video/computer/Internet/Play Station games.
- ♦ 7 = Skip a favourite TV programme.
- ♦ 8 = Have a day without headphones, i.e. no radio, iPod or CDs.
- ♦ 9 = Eat a dinner with no meat or poultry.
- ♦ 10 = Look for meatless recipes in cookbooks. Try one.
- ♦ 11 = Organise a hamper to be given to the St Vincent de Paul society during Holy Week. Instead of using your pocket-money on yourself, buy one or two non-perishable food items for the hamper.
- ♦ 12 = Fast from anger. Practise being patient with others.
- ♦ 13 = Fast from pride. Stop showing off or boasting.
- ♦ 14 = Fast from vanity. Stop being so conscious of your appearance.
- ♦ 15 = Fast from envy and jealousy. Stop focusing on what others have.
- ♦ 16 = Fast from gossip. Instead, say something nice about someone else.

♦ 17 = _____

(your own suggestion)

♦ 18 = _____

(your own suggestion)

Almsgiving ♥

- ♥ 1 = Help in the kitchen with preparing a meal.
- ♥ 2 = Help in the house with cleaning and tidying.
- ♥ 3 = Tidy your own room.
- ♥ 4 = Greet or talk with someone you don't normally talk to.
- ♥ 5 = Do something for someone you have hurt or tell them you are sorry.
- ♥ 6 = Set the table for a meal.
- ♥ 7 = Load or empty the dishwasher.
- ♥ 8 = Sweep the floor.
- ♥ 9 = Help fold and/or put away some laundry.
- ♥ 10 = Do a message for someone at home.
- ♥ 11 = Run an errand for a neighbour.
- ♥ 12 = Be patient with someone who frustrates or annoys you.
- ♥ 13 = Give something you own (toy/clothing) to your local St Vincent de Paul society.
- ♥ 14 = Give money saved by not renting a video or buying a take-away to Trócaire.
- ♥ 15 = Say 'Thank You' to someone you know.

**Fully Alive 3
Activity Book**

Lenten Menu (continued)

♥ 16 = Write a letter to someone you know who is away from home.

♥ 17 = _____

(your own suggestion)

♥ 18 = _____

(your own suggestion)

Praying †

† 1 = Take part in the Ash Wednesday Prayer Service and receive ashes.

† 2 = Spend a while being quiet and focus on God's love for you.

† 3 = Pray about something for which you need to forgive yourself.

† 4 = Focus on something for which you're thankful, e.g. friends, family, food, shelter, fresh air, freedom, the gift of your life, your friendship with God, etc. Tell God about whatever it is that you are thankful for.

† 5 = Visit your local church to pray. You might light a candle as a focus for your prayer.

† 6 = Go to Mass during the week. Give thanks to God for all the good people and things in your life.

† 7 = Prepare yourself to celebrate the sacrament of Reconciliation. Remember that God forgives your sins and calls you to try again!

† 8 = Go to confession.

† 9 = Read one of the Gospel stories in your Religion book.

† 10 = Pray one of the prayertimes from your Religion book.

† 11 = Take out your Bible and read Psalm 23 (The Lord is my shepherd).

† 12 = Say a decade of the Rosary.

† 13 = Compose your own prayer and write it in your Religion journal.

† 14 = Ask God in your prayer to protect someone in trouble.

† 15 = Pray to God about a place where there is war or famine.

† 16 = Talk to God about someone whom you need to forgive.

† 17 = Focus on what is going on in your life and talk to God about it.

† 18 = Focus on someone else's concerns or worries and pray for them.

† 19 = _____

(your own suggestion)

† 20 = _____

(your own suggestion)

Term 2, Lesson 14 WHAT MAKES SOMETHING FAIR?

Fully Alive 3 Activity Book

After reading the 'Parable of the Unforgiving Servant' (*Matthew 18:23-34*), write some brief notes on each of the following characters.

The King:

The First Official:

The Second Official:

Other officials:

Sum up in one sentence what you think the parable is saying about fairness.

Term 2, Lesson 15 JUSTICE AND HUMAN RIGHTS

Match the Human Right to the correct Commandment.

Fully Alive 3 Activity Book

1. Love the Lord your God alone, with all your heart.		Respect for marriage
2. Respect the Lord's name.		Respect for life
3. Keep the Lord's Day holy.		Respect for marriage
4. Honour your parents or guardians and all the people who look after you.		Respect for property
5. All life is in God's hands; do not destroy life.		Respect for another person's reputation
6. Be faithful in marriage.		Respect for God and religion
7. Do not steal.		Respect for God and religion
8. Do not tell lies or spread rumours about others.		Respect for what another person owns
9. Do not seek to possess a person who already belongs with another.		Respect for parents/guardians and those in authority
10. Do not be greedy for things that already belong to others.		Respect for God and religion

Term 2, Lesson 16 THE NEEDS OF THE WIDER WORLD

Fully Alive 3 Activity Book

Visit the Trócaire website at www.trocaire.org. In the box below, design a poster/leaflet advertising the work that Trócaire engages in.

Term 2, Lesson 17 ISLAM: BEGINNINGS AND DEVELOPMENT (I)

Fully Alive 3 Activity Book

Using page 140 of the Student Text, complete the following factfile on the prophet Muhammad.

Name:	
Born:	
Family:	
Called by God:	
Response:	
Famous for:	

Term 2, Lesson 17 ISLAM: BEGINNINGS AND DEVELOPMENT (2)

Fully Alive 3 Activity Book

Using pages 139-140 of the Student Text, mark in the following places on the map below: Mecca, Yathrib (Medina). Then complete the sentences.



Islam began over

Believers in the Islamic faith are called

In the world at present, there are

Muslims believe that there is

Muslims believe Muhammad was

Term 2, Lesson 18 THE SACRED TEXT AND THE TRADITION OF ISLAM (I)

Fully Alive 3 Activity Book

Using pages 142-144 of the Student Textbook, complete the following sentences.

The Qur'an is the

_____.

The word Qur'an means

_____.

The Qur'an is written in

_____.

Muslims believe the Qur'an to be

_____.

Muslims consider every word in the Qur'an to be

_____.

Muslims are encouraged to

_____.

_____.

Some Muslims known as _____ can recite the entire

text of the Qur'an in _____.

When Muslim infants are born

_____.

_____.

Term 2, Lesson 18 THE SACRED TEXT AND THE TRADITION OF ISLAM (2)

Fully Alive 3 Activity Book

Using pages 142-144 of the Student Textbook, complete the following sentences.

Faithful Muslims read

_____.

The Qur'an offers Muslims guidance on

_____.

The Qur'an is about the size of

_____.

The Qur'an is divided into

_____.

Muslims today also use the

_____.

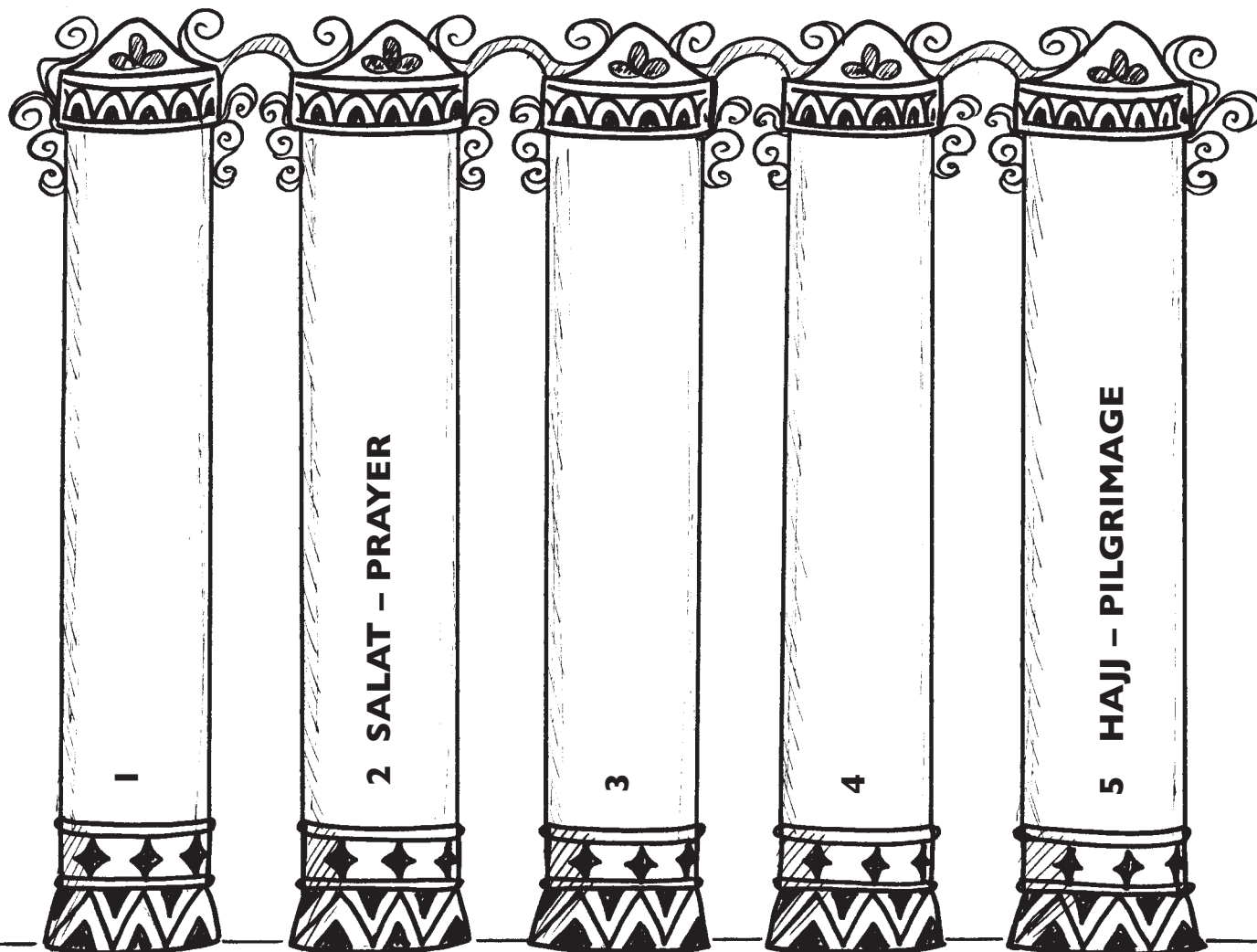
Muslims are also expected to keep

_____.

Term 2, Lesson 19 ISLAM: CORE BELIEFS AND RIGHT LIVING

Fully Alive 3 Activity Book

Fill in the missing Pillars of Islam.



Match each of the following statements with the Pillar of Islam it represents:

Observed five times a day.

There is no God but Allah, and Muhammad is his messenger.

Fasting takes place during Ramadan.

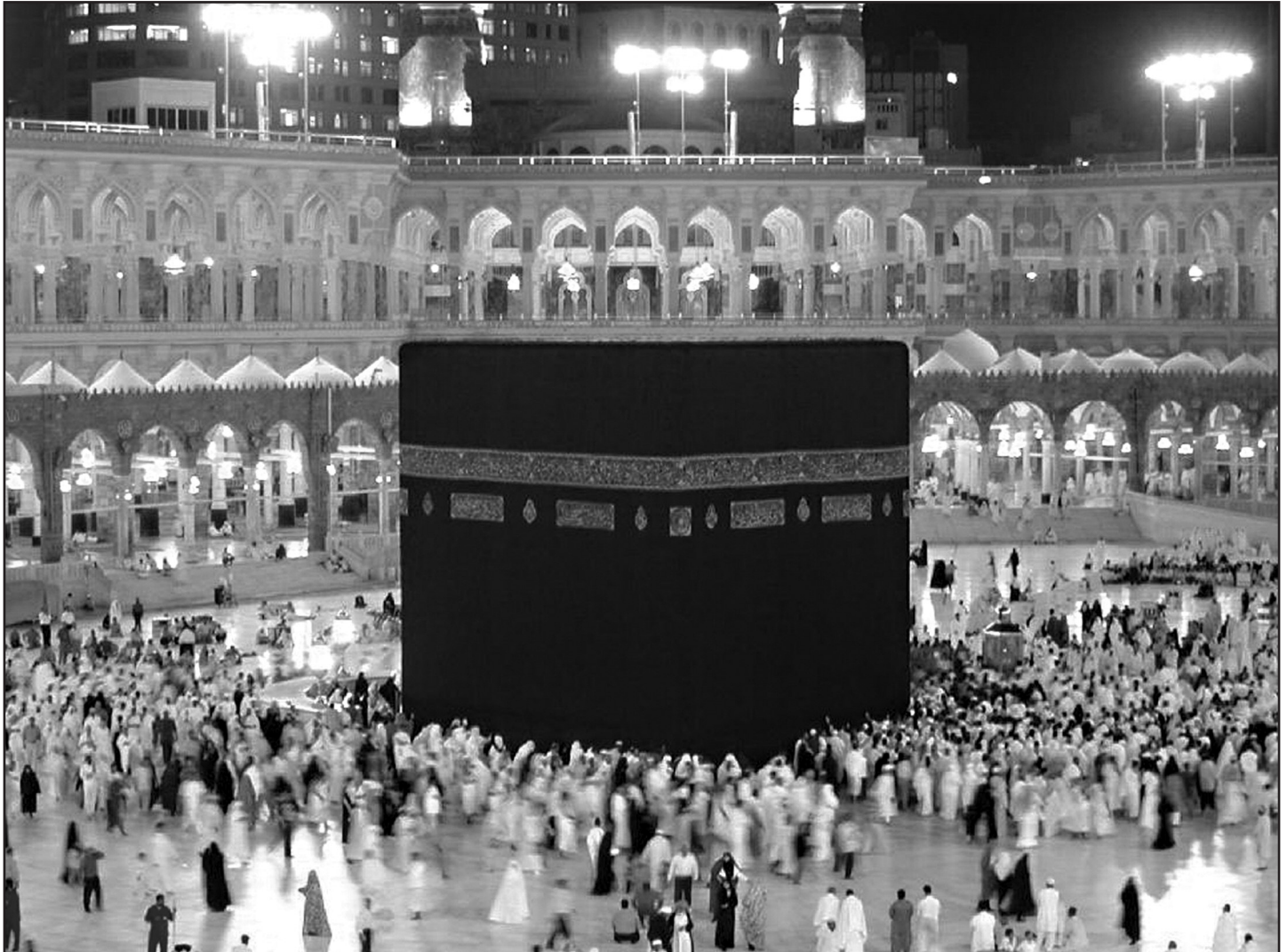
Giving a percentage of one's income to the poor.

Pilgrimage to Mecca.

Term 2, Lesson 20 ISLAM: FESTIVALS AND WORSHIP

Fully Alive 3 Activity Book

Identify the place in the picture below and write about what happens there. Explain why Muslims from all over the world try to visit this place at least once in their lifetime.



Term 2, Lesson 21 ISLAM: RITUALS, CUSTOMS AND SYMBOLS

Fully Alive 3 Activity Book

Imagine you are a young Muslim student in Year Ten in secondary school. Write a letter to one of your Christian friends, explaining Islamic customs in relation to food and drink and in relation to dress and modesty.

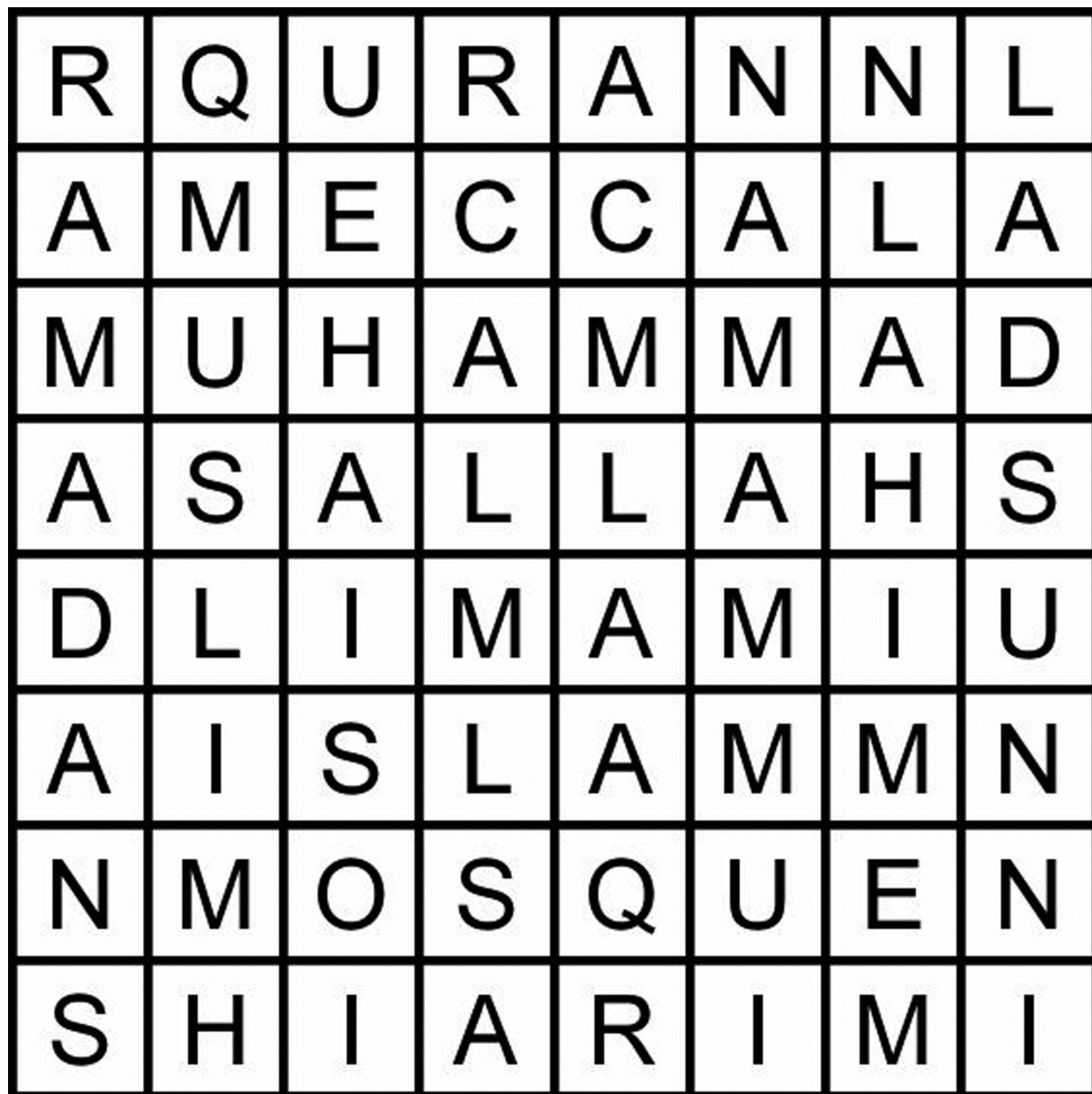
Dear...

[illegible]

Term 2, Lesson 22 LIVING AS A MUSLIM

Find the words listed below in the wordsearch.

Fully Alive 3 Activity Book



ISLAM, ALLAH, MUSLIM, MOSQUE, IMAM, QUR'AN,
MUHAMMAD, MECCA, SUNNI, SHIA, RAMADAN

Term 3, Lesson 1 THE EMPTY TOMB

Using the wordbank below, fill in the blanks in the story.

Fully Alive 3 Activity Book

On _____ morning, while it was still dark, _____
Magdalene went to the _____ and saw that the stone had been
rolled away from the entrance. She ran to _____
and to Jesus' favourite _____ and said, 'They have taken the Lord
from the tomb! We don't know where they have put him.' Peter and
the other disciple started for the tomb. They ran side by _____, until
the other disciple ran _____ than Peter and got there first. He
bent over and saw the strips of _____ cloth lying inside the
tomb, but he did not go in. When Simon Peter got there, he went into
the tomb and saw the _____ of cloth. He also saw the piece of cloth
that had been used to _____ Jesus' face. It was _____ up
and in a place by itself. The disciple who got there first then went into
the tomb, and when he saw it, he _____. At that time
Peter and the other disciple did not know that the
_____ said Jesus would _____ to life. So the two of
them went back to the other disciples.

WORDBANK

Scriptures strips disciple side believed linen rise
Simon Peter tomb cover faster Sunday rolled Mary

Term 3, Lesson 2 SENT TO SERVE

Complete the following exercises.

Fully Alive 3 Activity Book

1. Write out the story of Jesus' final commission to his disciples (*Matthew 18:16-20*).

2. In the boxes below, suggest some practical ways that you can be a follower of Jesus today.

At Home

At School

In My Community

Write up the newspaper article below, reporting on the stoning of Stephen, the first Christian martyr.

Write up the newspaper article below, reporting on the stoning of Stephen, the first Christian martyr.



This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Term 3, Lesson 4 FROM SAUL TO PAUL: A MAN WITH A MISSION

Fully Alive 3 Activity Book

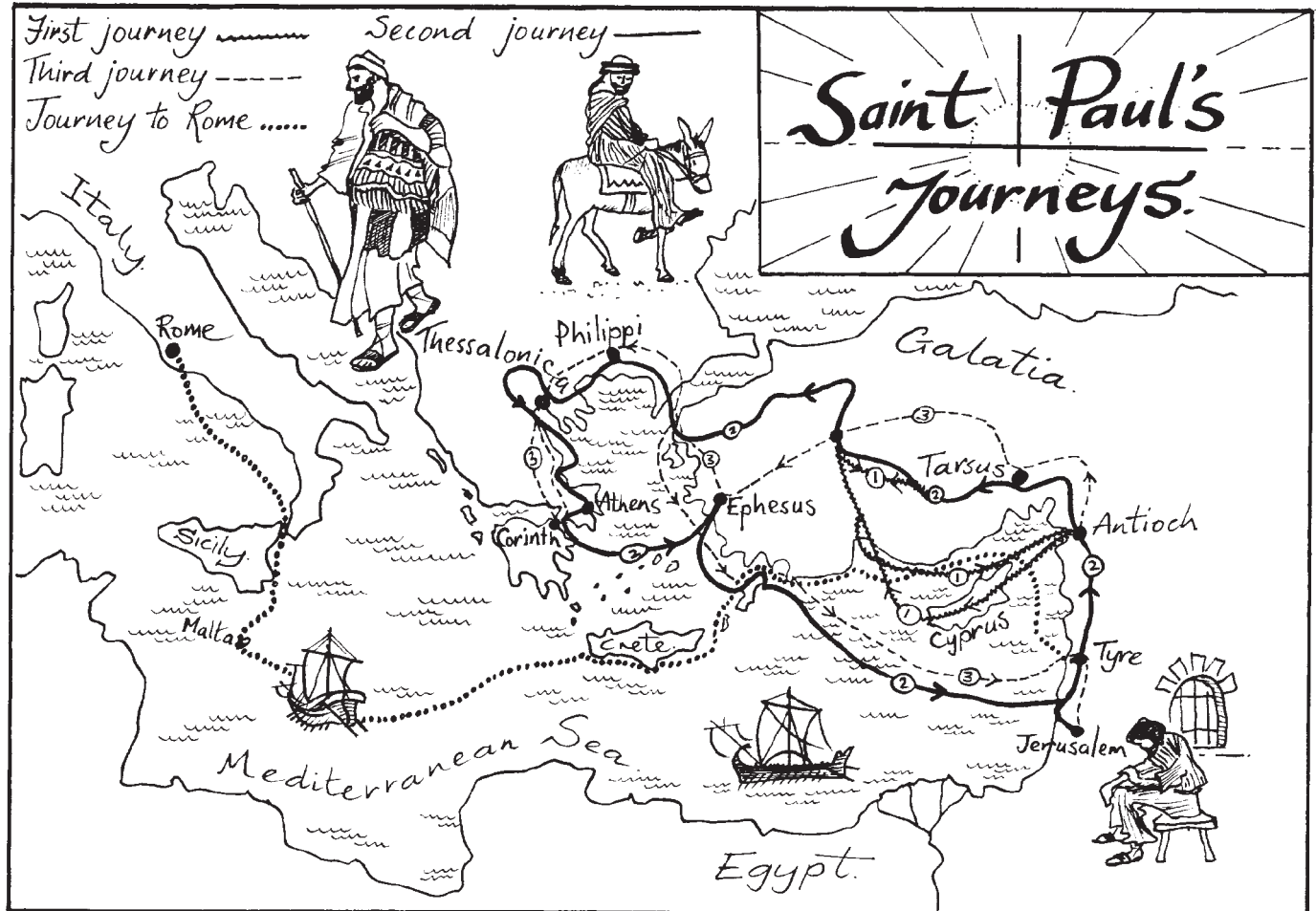
Prepare your own factfile on St Paul. You might like to draw a picture of Paul in the top-left corner.

FACTFILE ON ST PAUL	
	Name:
	Birthplace:
	Religion:
	Education:
Occupation:	
Famous for:	
Death:	
Feast days:	

Term 3, Lesson 5 PAUL: MAN OF JOURNEYS AND MAN OF LETTERS (I)

Fully Alive 3 Activity Book

Colour in the map below, highlighting the various journeys of St Paul. Then, using page 182 of the Student Textbook, give a brief summary of where he travelled to on each journey.



The Journeys of Paul

First Journey:

Second Journey:

Third Journey:

Last Journey to Rome:

**Term 3, Lesson 5 PAUL: MAN OF JOURNEYS AND
MAN OF LETTERS (2)**

**Fully Alive 3
Activity Book**

Complete the sentences by looking up the biblical references.

On the first journey Paul and Barnabas first visited _____ (Acts 13:4). After they left this country they sailed to _____ in _____ (modern-day Turkey) (Acts 13:13). They ran into many difficulties, for example, at Lystra Paul healed a man who could not _____ (Acts 14:8) but later on the crowd turned against Paul and they _____ (Acts 14:19). The next day he left for _____. On his second journey Paul travelled with _____ (Acts 15:40). Paul was pleased because the churches he had previously visited were _____ (Acts 16:5). At the Roman colony of _____ (Acts 16:12) Paul and Silas were charged with causing a _____ (Acts 16:20). They were flogged and _____ (Acts 16:23) but made an amazing escape when there was an _____ (Acts 16:26). On his third journey Paul established a large church at _____ (Acts 19:1). Paul was sent to Rome and had many adventures on the way. This included a shipwreck, with time spent on the island of _____ (Acts 28:1).

Term 3, Lesson 6 CHRISTIANITY COMES TO IRELAND (I)

Prepare your own factfile on St Patrick. You might like to draw a picture of Patrick in the top-left corner.

Fully Alive 3 Activity Book

FACTFILE ON ST PATRICK

Name:

Father's
occupation:

Nationality:

Early life:

Famous for:

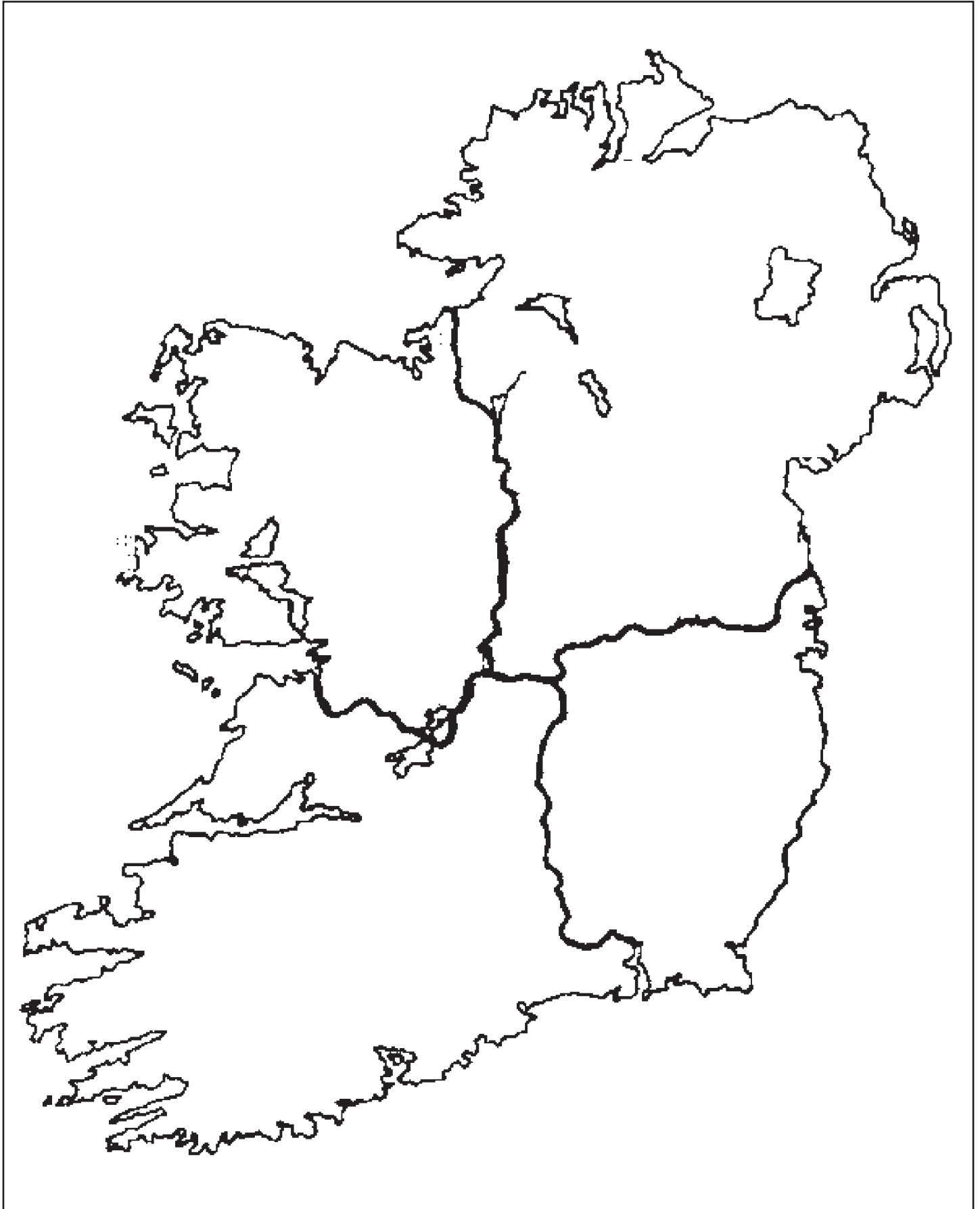
Death:

Feast days:

Term 3, Lesson 6 CHRISTIANITY COMES TO IRELAND (2)

Fully Alive 3 Activity Book

Using page 191 of the Student Text as a guide, mark on the map below the location of the following monastic sites: Derry – St Columcille; Bangor – St Comgall; Aran Islands – St Enda; Glendalough – St Kevin; Clonmacnoise – St Ciaran; Clonfert – St Brendan; Kildare – St Brigid.



Term 3, Lesson 7 **CHRISTIANITY DEVELOPS IN IRELAND**

Fully Alive 3 Activity Book

Using pages 190-195 of the Student Textbook, complete the following timeline, tracing the arrival and development of Christianity in Ireland.

<p>AD 431 _____</p> <p>_____</p> <p>AD 432 _____</p> <p>_____</p> <p>AD 500 _____</p> <p>AD 546 _____</p> <p>_____</p> <p>AD 563 _____</p> <p>_____</p> <p>AD 591 _____</p> <p>_____</p> <p>AD 615 _____</p> <p>_____</p> <p>AD 750 _____</p> <p>_____</p> <p>AD 795 _____</p> <p>_____</p> <p>AD 1054 _____</p> <p>_____</p> <p>AD 1101 _____</p> <p>_____</p>	<p>AD 1111 _____</p> <p>_____</p> <p>AD 1134 _____</p> <p>_____</p> <p>AD 1517 _____</p> <p>_____</p> <p>AD 1536 _____</p> <p>_____</p> <p>AD 1545 _____</p> <p>_____</p> <p>AD 1558 _____</p> <p>_____</p> <p>AD 1695 _____</p> <p>_____</p> <p>AD 1700-1800 _____</p> <p>AD 1829 _____</p> <p>AD 1846 _____</p> <p>_____</p> <p>AD 1850 _____</p> <p>_____</p> <p>AD 1870 _____</p> <p>_____</p> <p>AD 1962-65 _____</p> <p>_____</p>
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Term 3, Lesson 8 THE MARK YOU WILL MAKE

Fully Alive 3 Activity Book

In the space below, draw an outline of your hand. You can do this by placing one of your hands flat on the page and drawing around it with a pencil, or you might prefer to paint your hand before placing it on the page. In the space below your handprint, write your own personal statement about the ways in which God is calling you to make a positive impact on the world.

God is calling me to...

Term 3, Lesson 9 MARRIAGE AND PRIESTHOOD (I)

Complete the following exercises.

Fully Alive 3 Activity Book

1. Fill in the missing words from the marriage celebration:

'I take you for _____, for _____, for _____,
for _____, in _____ and in _____,
all the days of our life.'

2. Mark each of the following statements either 'T' (True) or 'F' (False):

- a. The Catholic Church asks couples to attend a pre-marriage course. _____
- b. Couples can get married whenever they want. _____
- c. The couple getting married promise to love each other for as long as it feels right. _____
- d. In the Catholic Church, marriage is a sacrament. _____
- e. The couple marry each other; the priest is only a witness.

- f. For Catholics, marriage is a permanent, exclusive relationship that welcomes children. _____

Term 3, Lesson 9 MARRIAGE AND PRIESTHOOD (2)

Complete the following exercises.

Fully Alive 3 Activity Book

1. Complete the sentence:

'The priest serves the entire C _____ c _____.'

2. Give a practical example of each of the three ways in which a priest serves others:

<i>A priest serves:</i>	<i>Example:</i>
As someone who leads others to God	
As someone who teaches others about God	
As someone whose leadership expresses God's care for others	

3. Name some of the qualities needed in someone who wishes to become a priest.

MY MEMORIES

Fully Alive 3
Activity Book

Term 2, Lesson 9 **ACTING UNFAIRLY (3)**

Fully Alive 3 Activity Book

Check your total score and then ask yourself the questions below.
You might record your answers in your Religion journal.

Between 16 and 26: *Your score seems to suggest that you are careful about the feelings of others and that you see people as individuals. You seem to be slow to let your own personal prejudices have an effect on your behaviour.*

Do you agree with what your score seems to suggest? Why?/Why not? Do you notice prejudice when it arises in you? If so, recall an example. If not, recall a time when you failed to notice your prejudice until later.

Between 26 and 36: *Your score seems to suggest that you are somewhat aware of prejudice in life. However, it also seems to suggest that you might make more effort to challenge prejudice when it appears.*

Do you agree with what your score seems to suggest? Why?/Why not? Can you recall a time when you did not allow prejudice to go unquestioned? If not, recall a particular time when you saw prejudice in action and suggest a way in which you might have challenged it.

Between 36 and 48: *This score seems to suggest that you are not as aware of the presence of prejudice as you might be.*

Do you agree with what your score seems to suggest? Why?/Why not? Look back at the questions given in the worksheet and list the suggested ways in which people can be unfair in the feelings they have, in the way that they think, and in how they act.