

## 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...

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My worries/concerns about this year are...

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## 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)

### Fully Alive 3 Activity Book

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

This is the Word of the Lord about

\_\_\_\_\_.

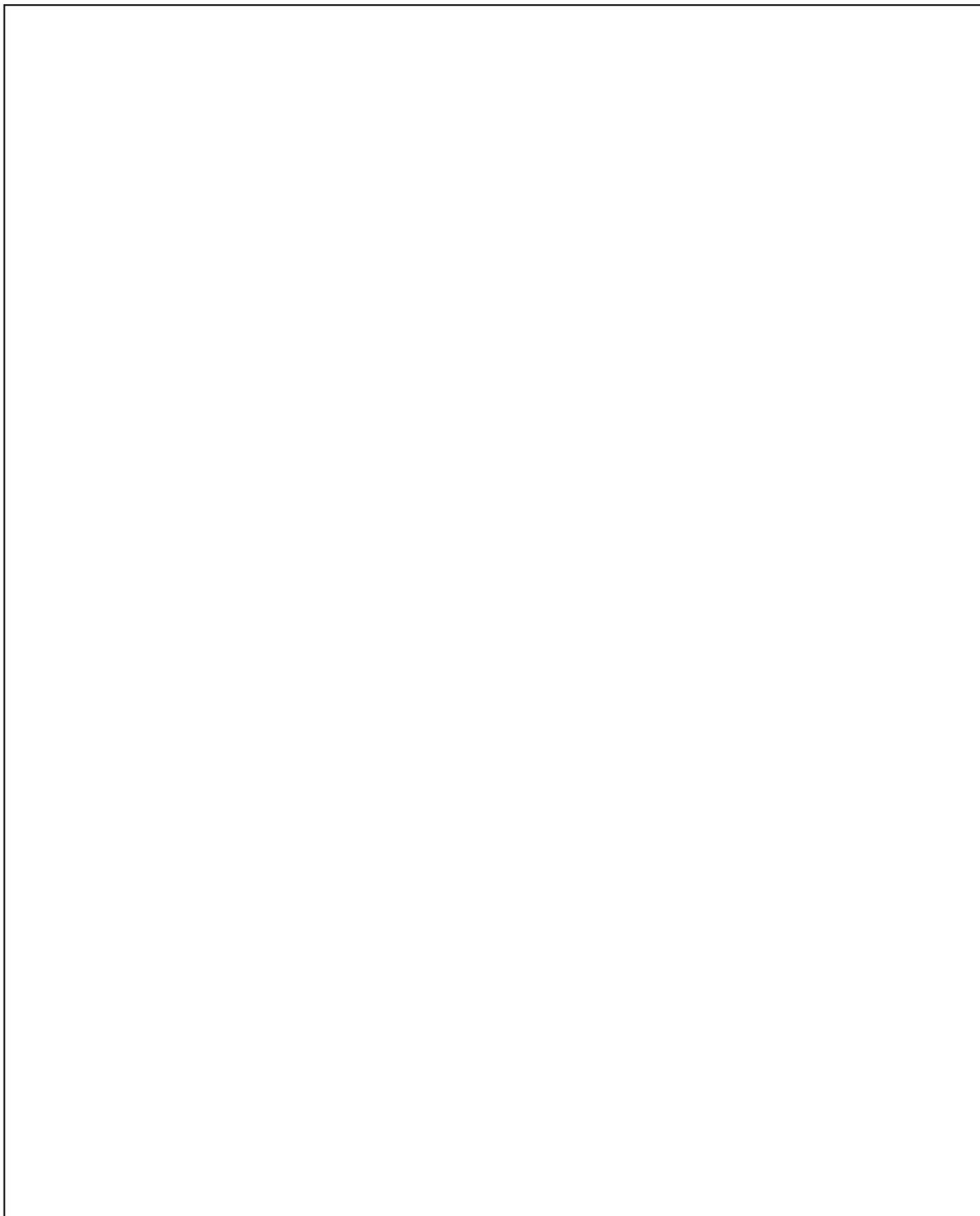
I made you \_\_\_\_\_ in my own image and likeness, and when I made you I saw that you were good (*Genesis 1:27, 31*). You \_\_\_\_\_ are my work of art (*Ephesians 2:10*). I have blessed you \_\_\_\_\_ with all the spiritual blessings of heaven in Christ (*Ephesians 1:3*). You \_\_\_\_\_ are a god, 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 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...

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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.

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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

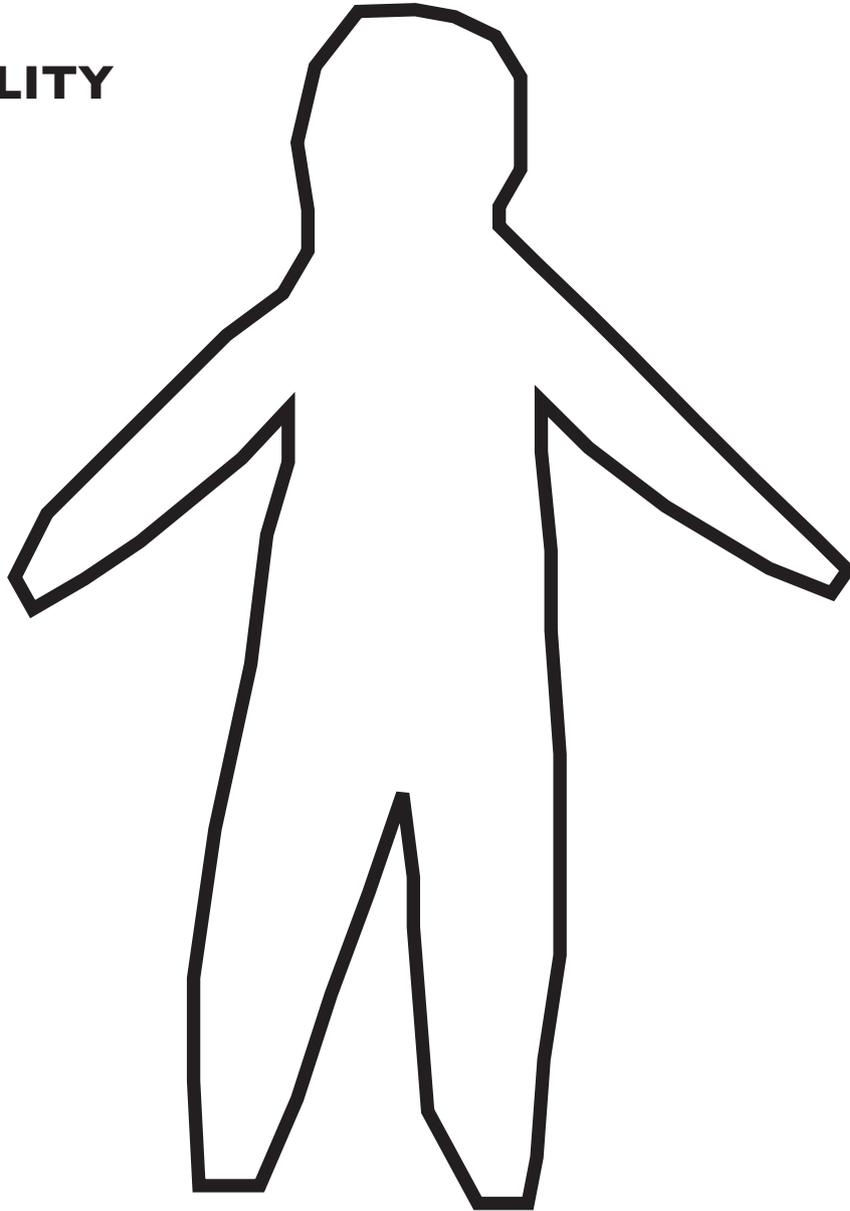
Working outdoors with earth and nature Working indoors Working  
with others as part of a team Being involved in helping others  
Feeling that my work is making a difference Money Having regular  
hours Respect and status Security Working with numbers and  
records Working shifts or irregular hours Being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

**MY  
SKILLS**

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**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.

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2.

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3.

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## 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.

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2.

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3.

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

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## 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

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## 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?

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## 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...

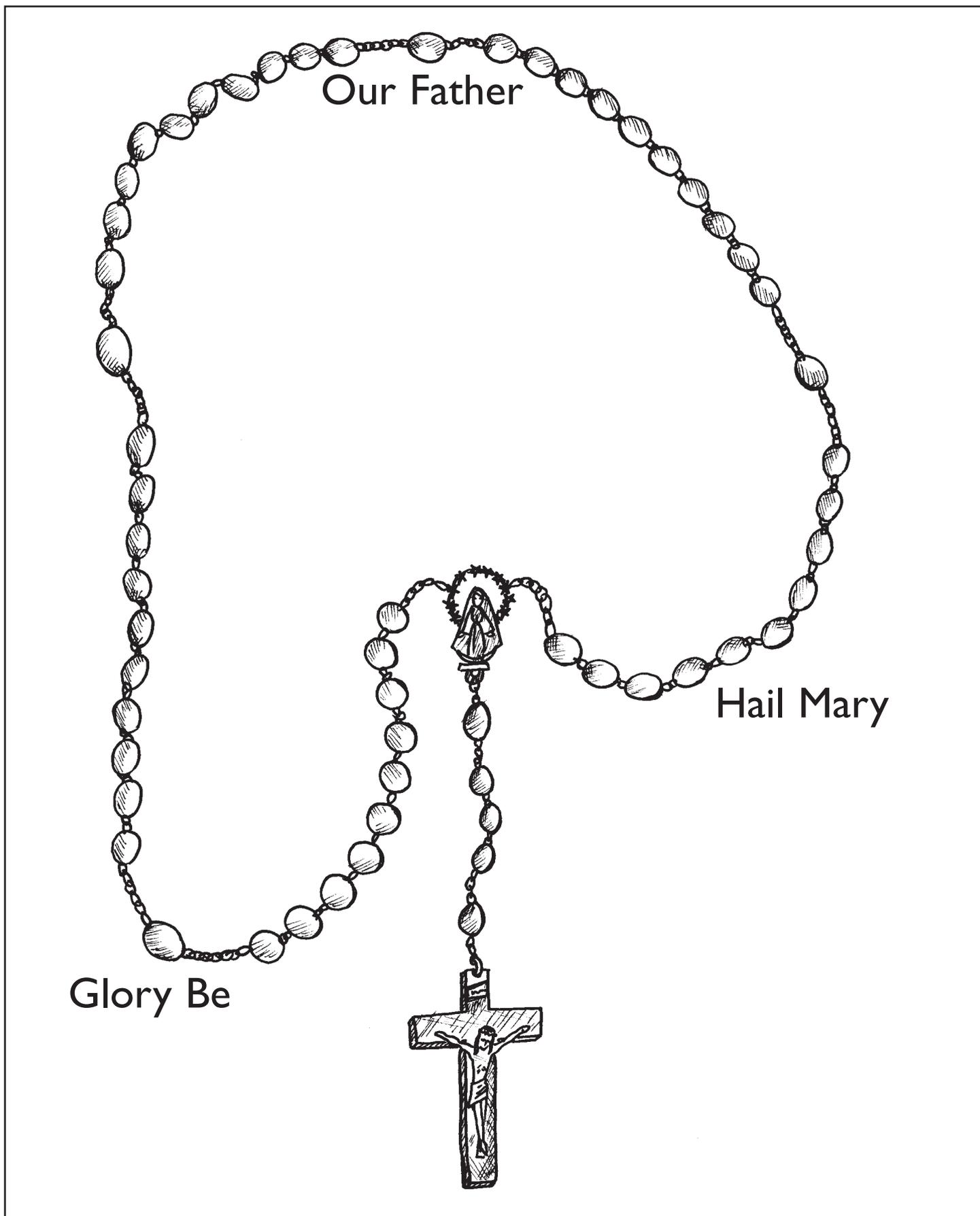
Stage 4: As an eleven-year-old...

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:

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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.

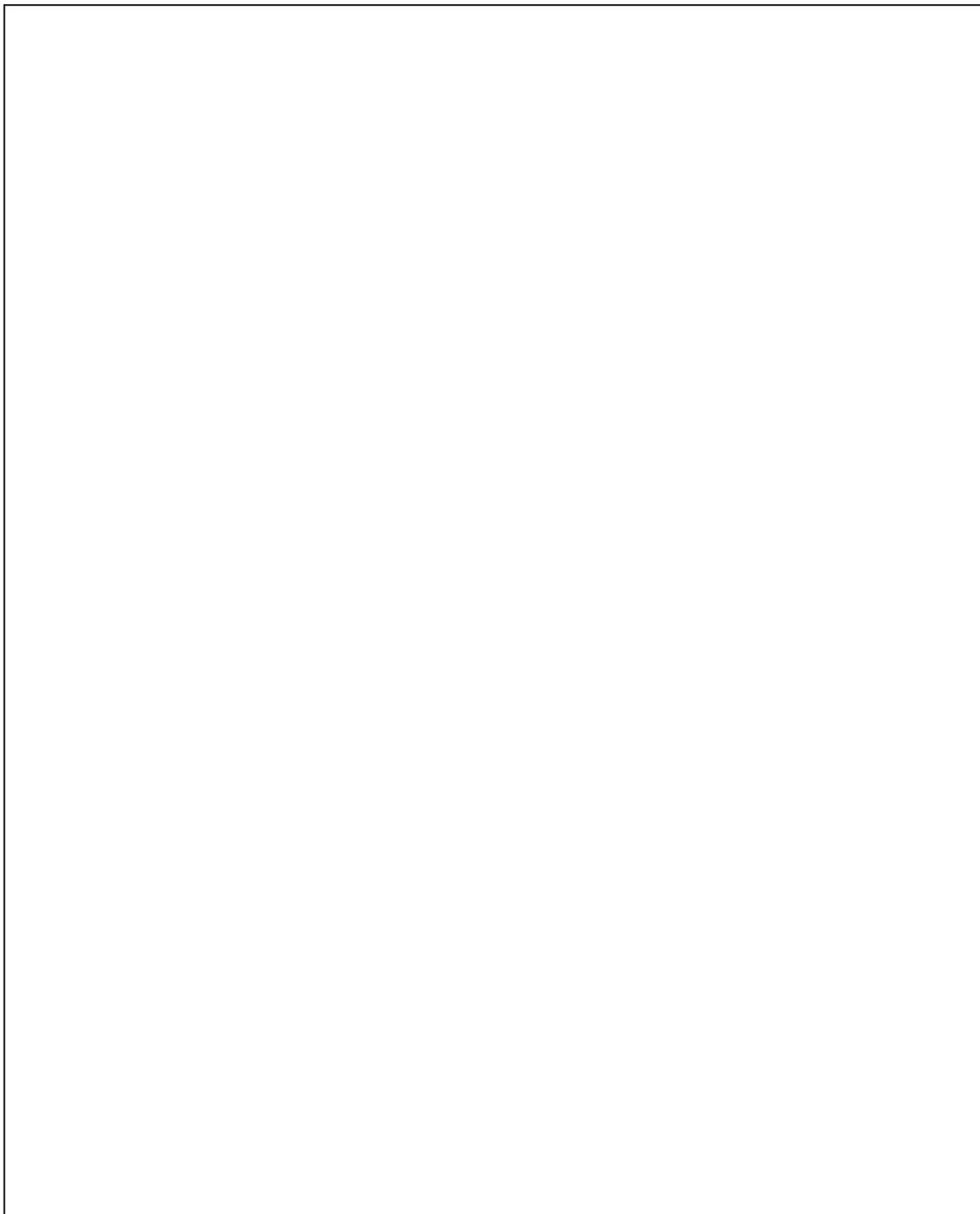
A true friend will:

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.

A large empty rectangular box with a thin black border, intended for a social network diagram. The instructions above the box describe how to use this space: place a dot with your name in the center, draw other dots representing people you know at various distances, and write their initials and the most important quality of each relationship between the dots.

**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.

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*Don't* allow yourself to be distracted.

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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*)

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

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

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

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

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

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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*)

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

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

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

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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:

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Meditation:

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Contemplation:

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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.

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

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

### Fully Alive 3 Activity Book

#### Questions for interview:

How often do you pray?

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Why do you pray?

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What kind of prayers do you say?

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Where do you find you pray best?

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What posture do you adopt when you pray?

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What helps you to pray?

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

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**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.

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for the student to write their response to the prompt.

## 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:

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**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...

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## 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.



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## 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.



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**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?

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**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.

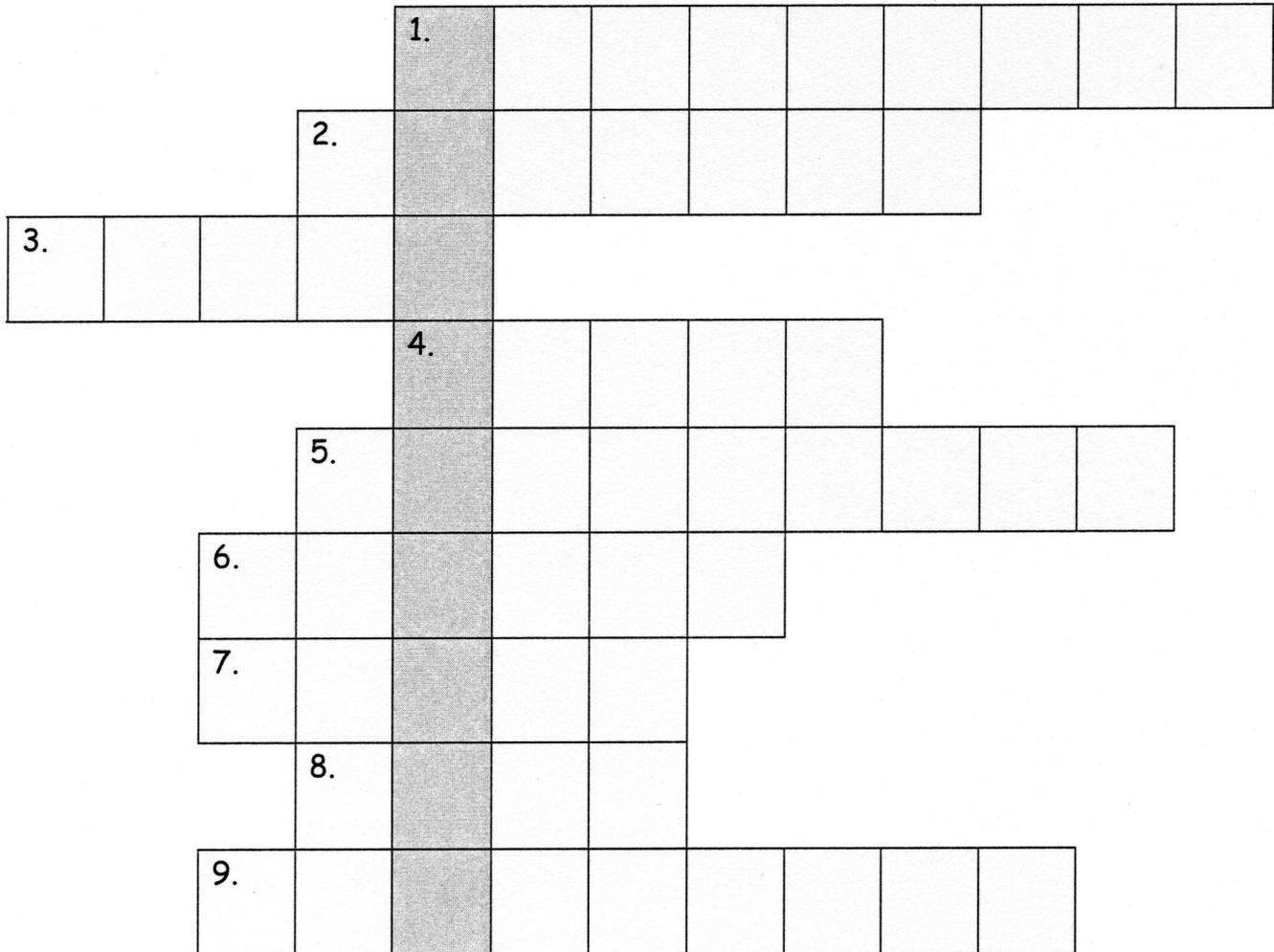
1. The woman had been crippled for five/ten/eighteen years.
2. When Jesus saw the woman, he called her over/laughed/cried.
3. Jesus placed a coat/a blanket/his hands on the woman.
4. The woman cried/stood up straight/collapsed when Jesus touched her.
5. The man in charge of the meeting place was happy/sad/angry 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 (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 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.

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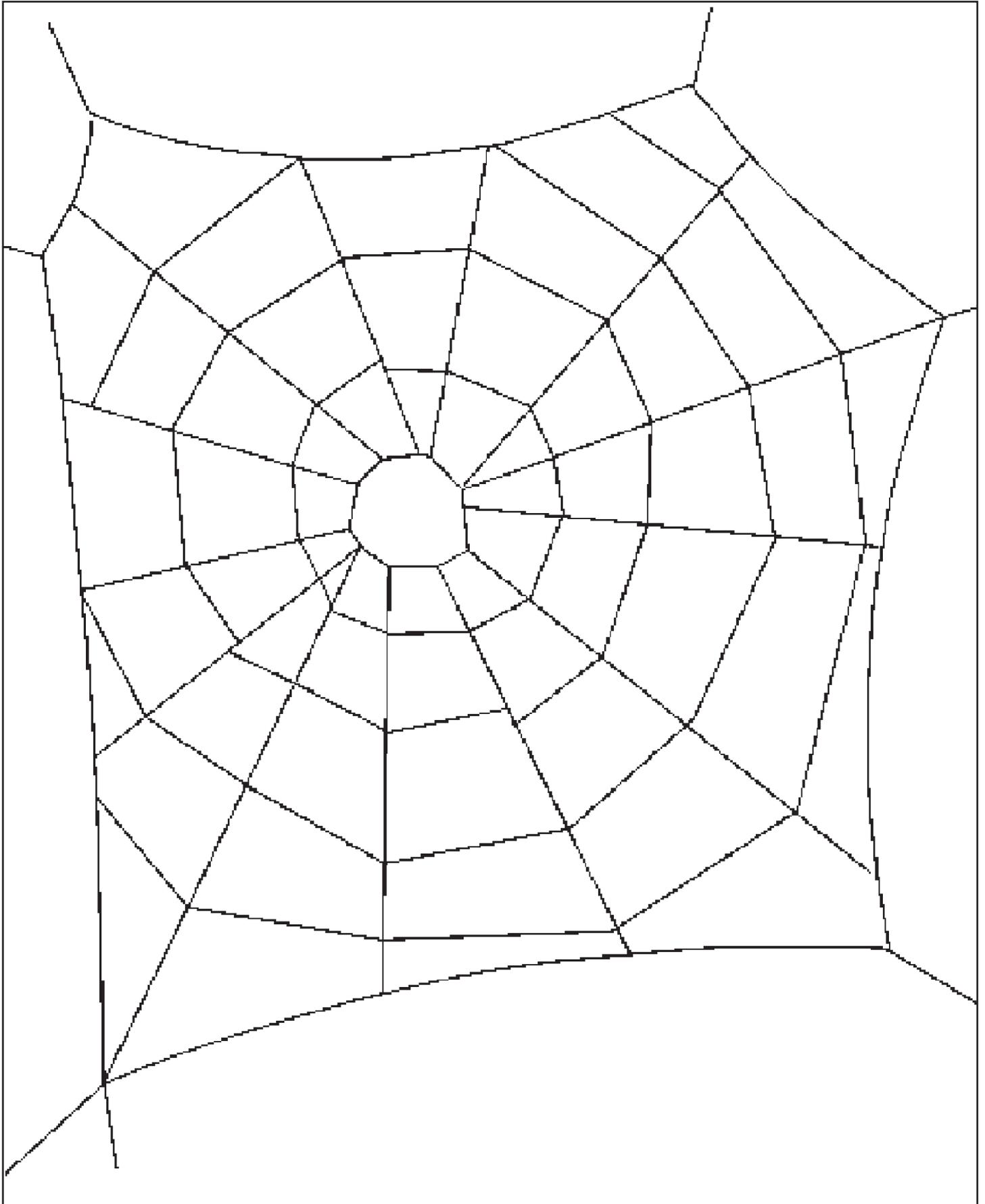
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## Term 2, Lesson 11 A VERY PARTICULAR SORT OF PREJUDICE

### Fully Alive 3 Activity Book

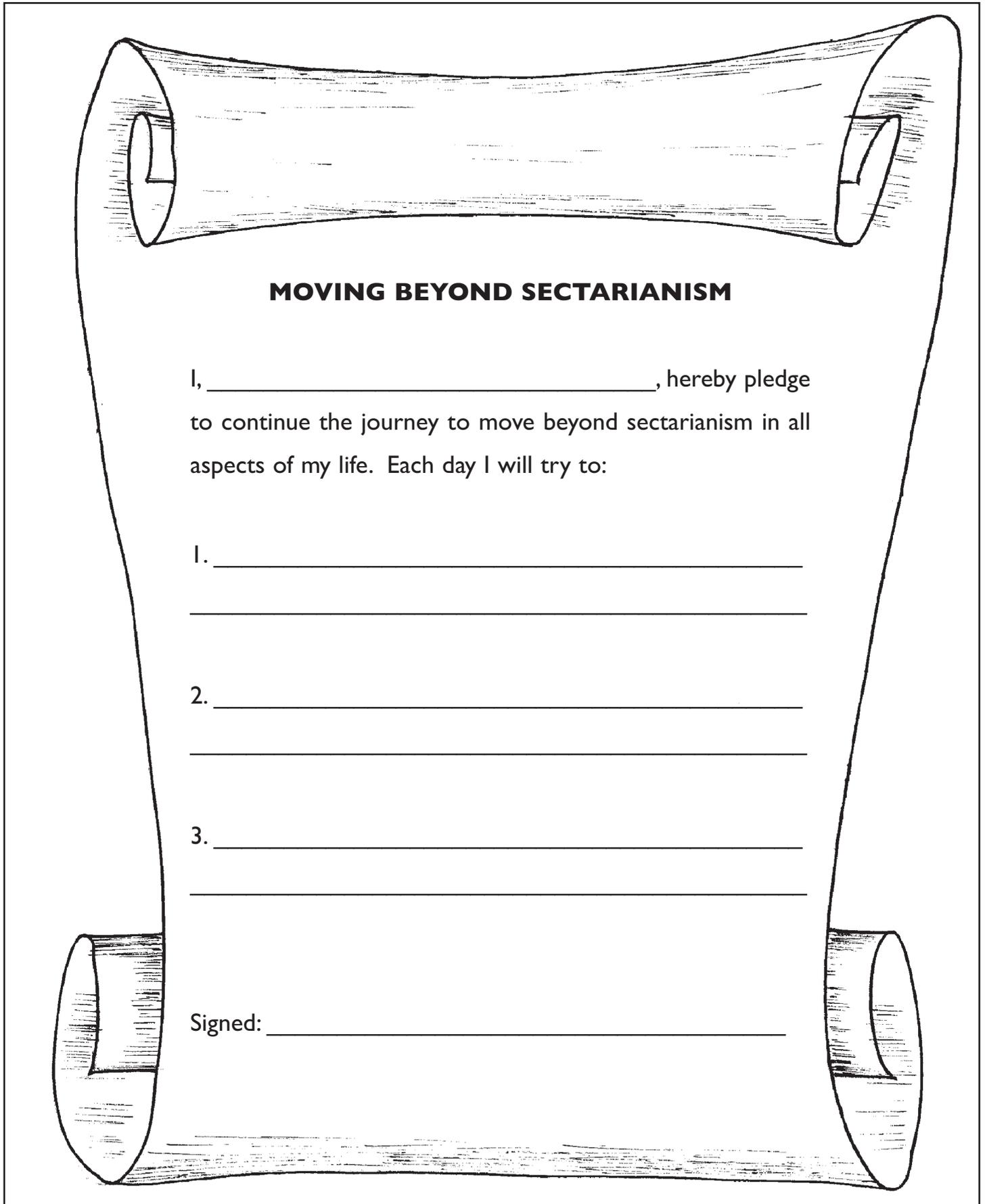
This web represents sectarianism. Draw/paste a picture of yourself at the centre of the web, and around this write in some words/phrases that sum up for you what sectarianism means.



## 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			

**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.

♥ 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?

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

### Fully Alive 3 Activity Book

The King:

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The First Official:

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The Second Official:

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Other officials:

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

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## Term 2, Lesson 15 JUSTICE AND HUMAN RIGHTS

Match the Human Right to the correct Commandment.

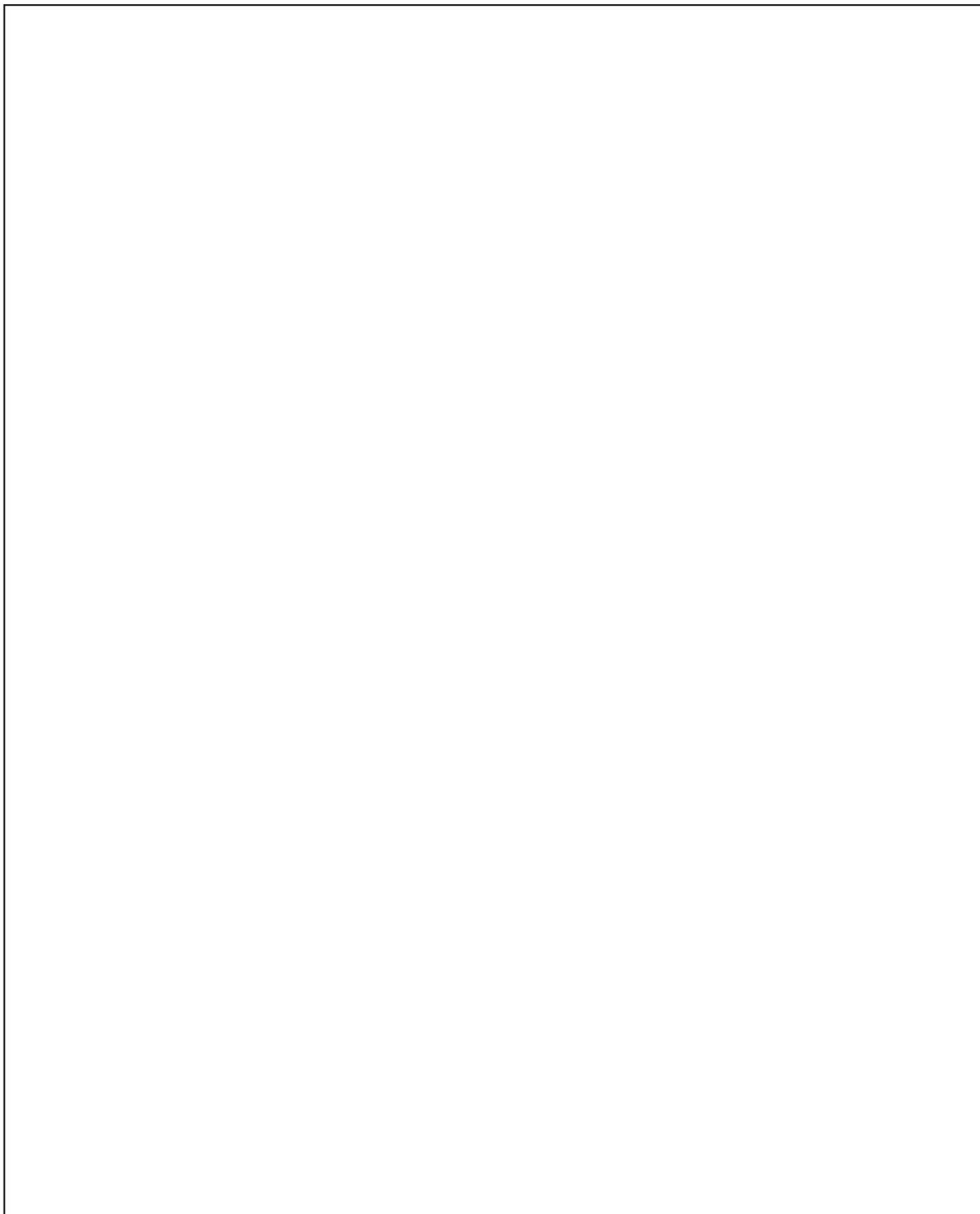
### Fully Alive 3 Activity Book

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

Visit the Trócaire website at [www.trocaire.org](http://www.trocaire.org). In the box below, design a poster/leaflet advertising the work that Trócaire engages in.

### Fully Alive 3 Activity Book



## 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

\_\_\_\_\_.

\_\_\_\_\_.

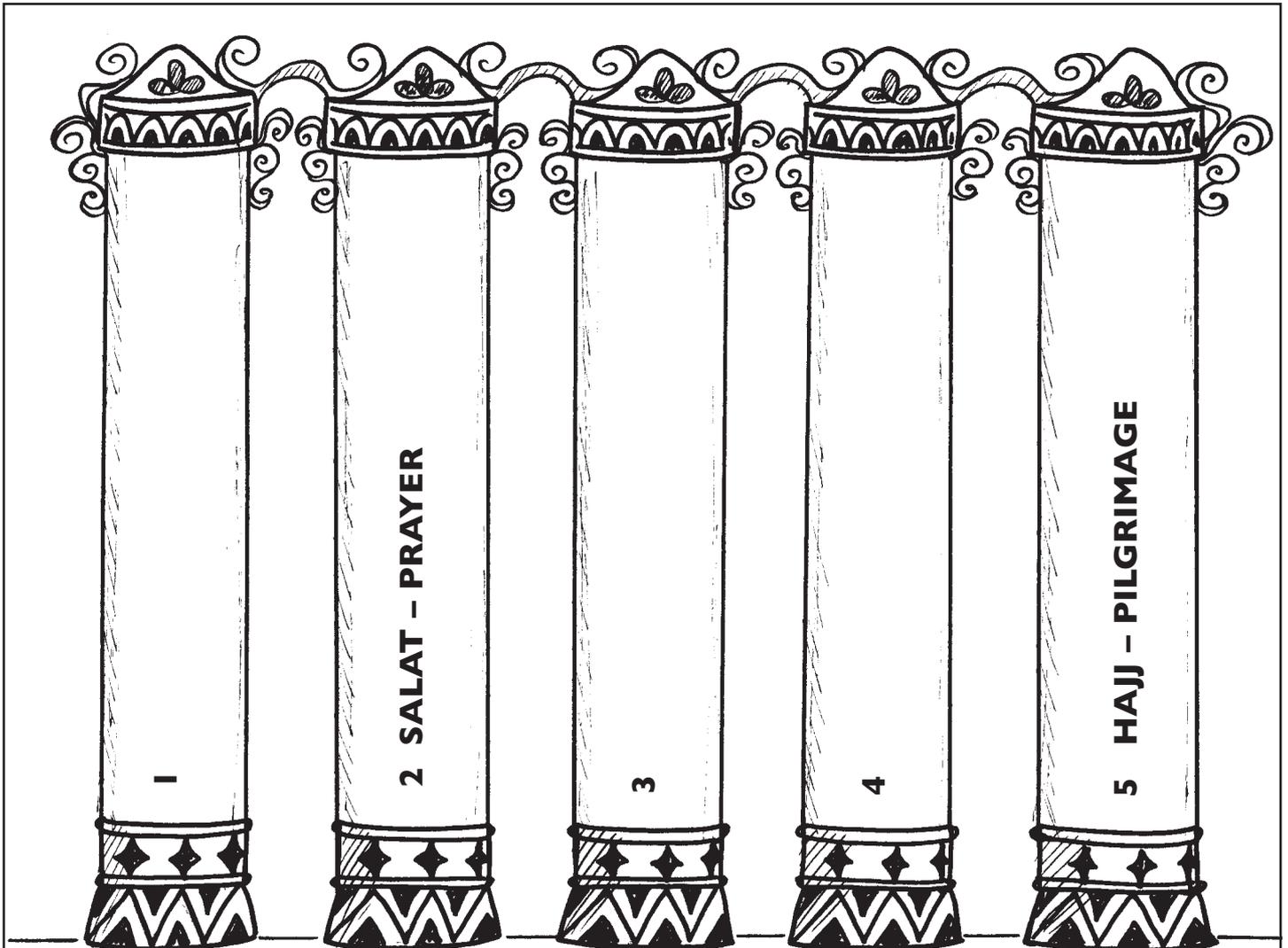
Muslims are also expected to keep

\_\_\_\_\_.

## 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.

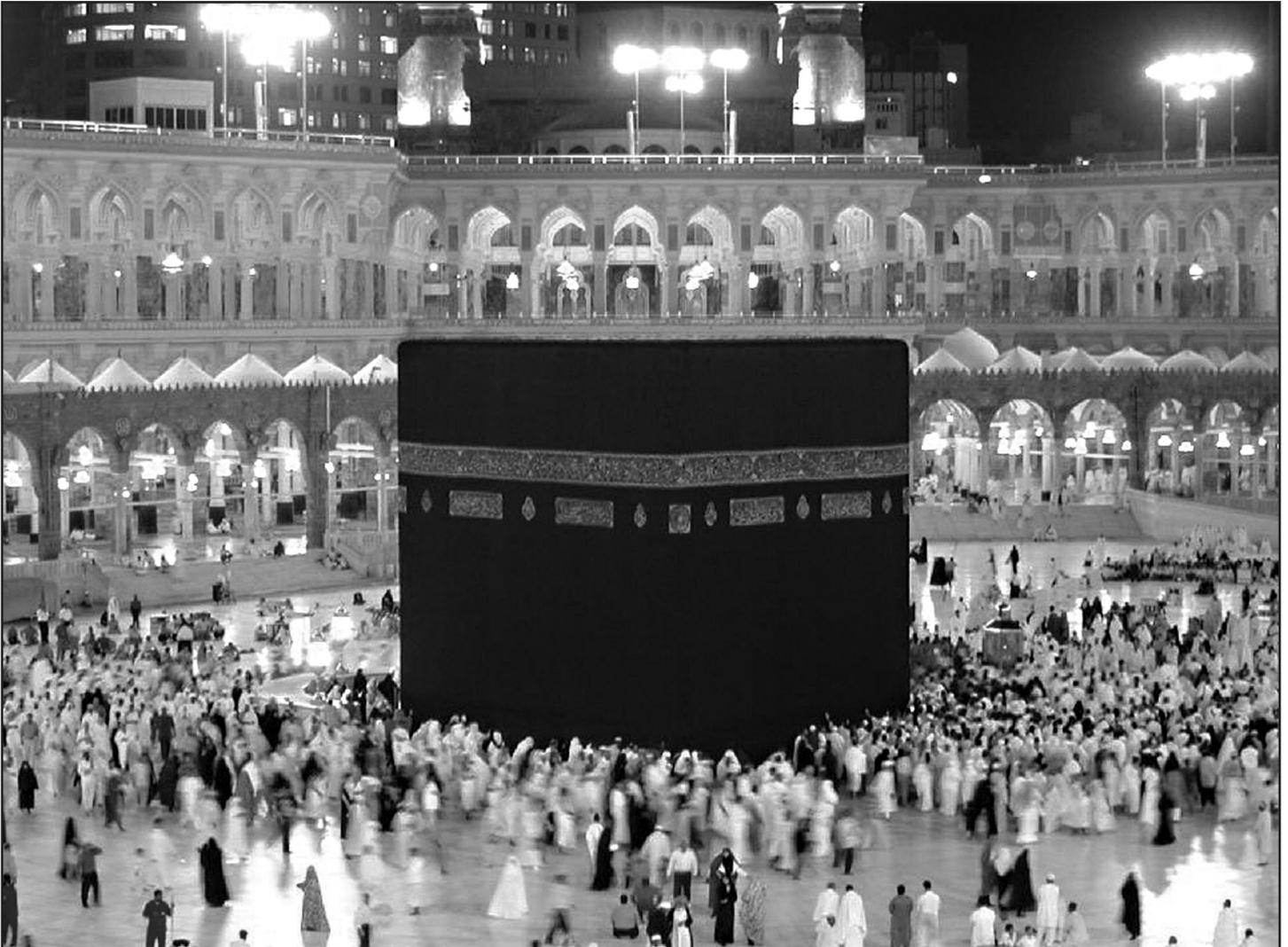
Giving a percentage of one's income to the poor.

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.



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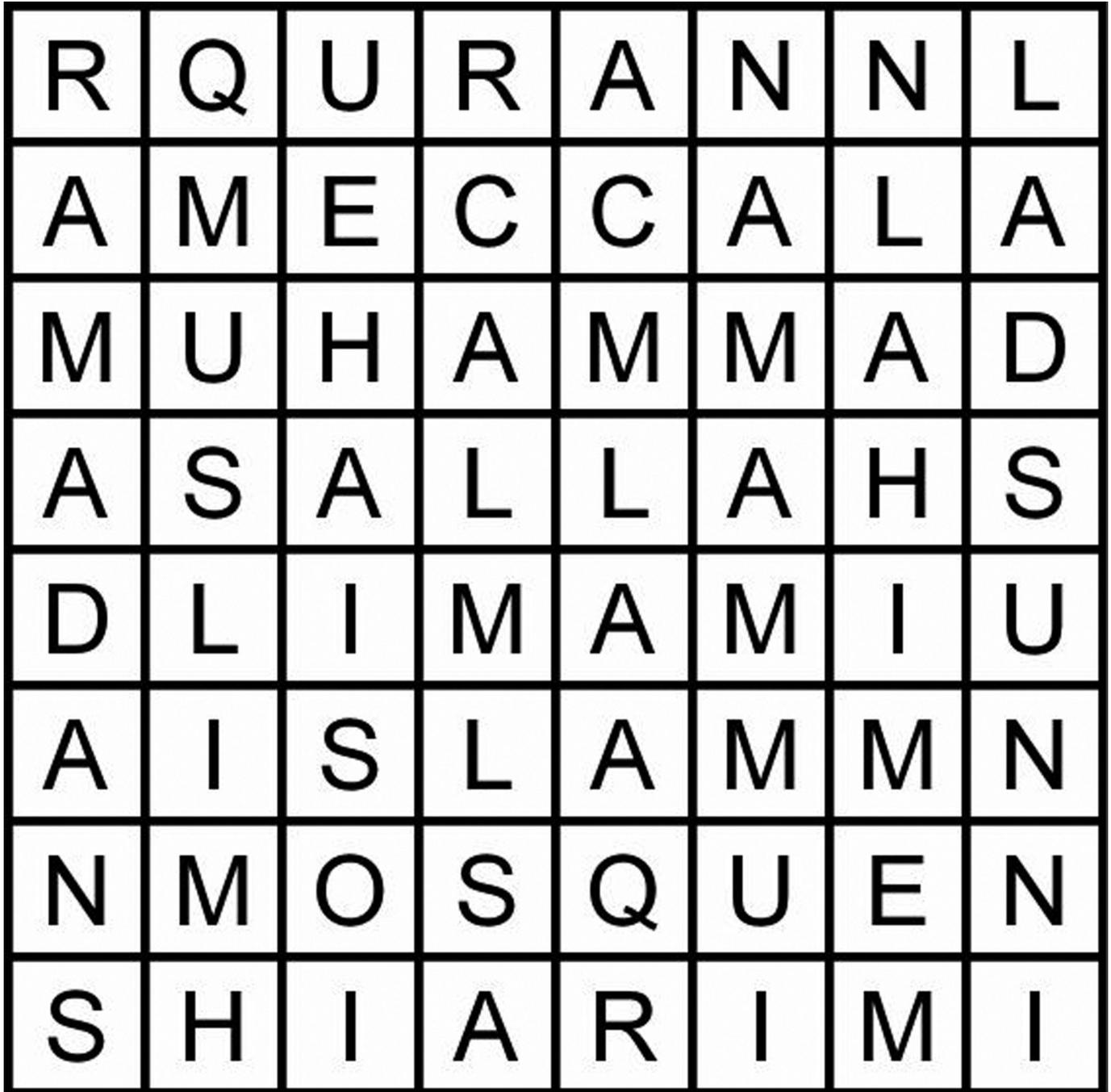
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**Term 2, Lesson 22 LIVING AS A MUSLIM**

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*).

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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



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

### Fully Alive 3 Activity Book

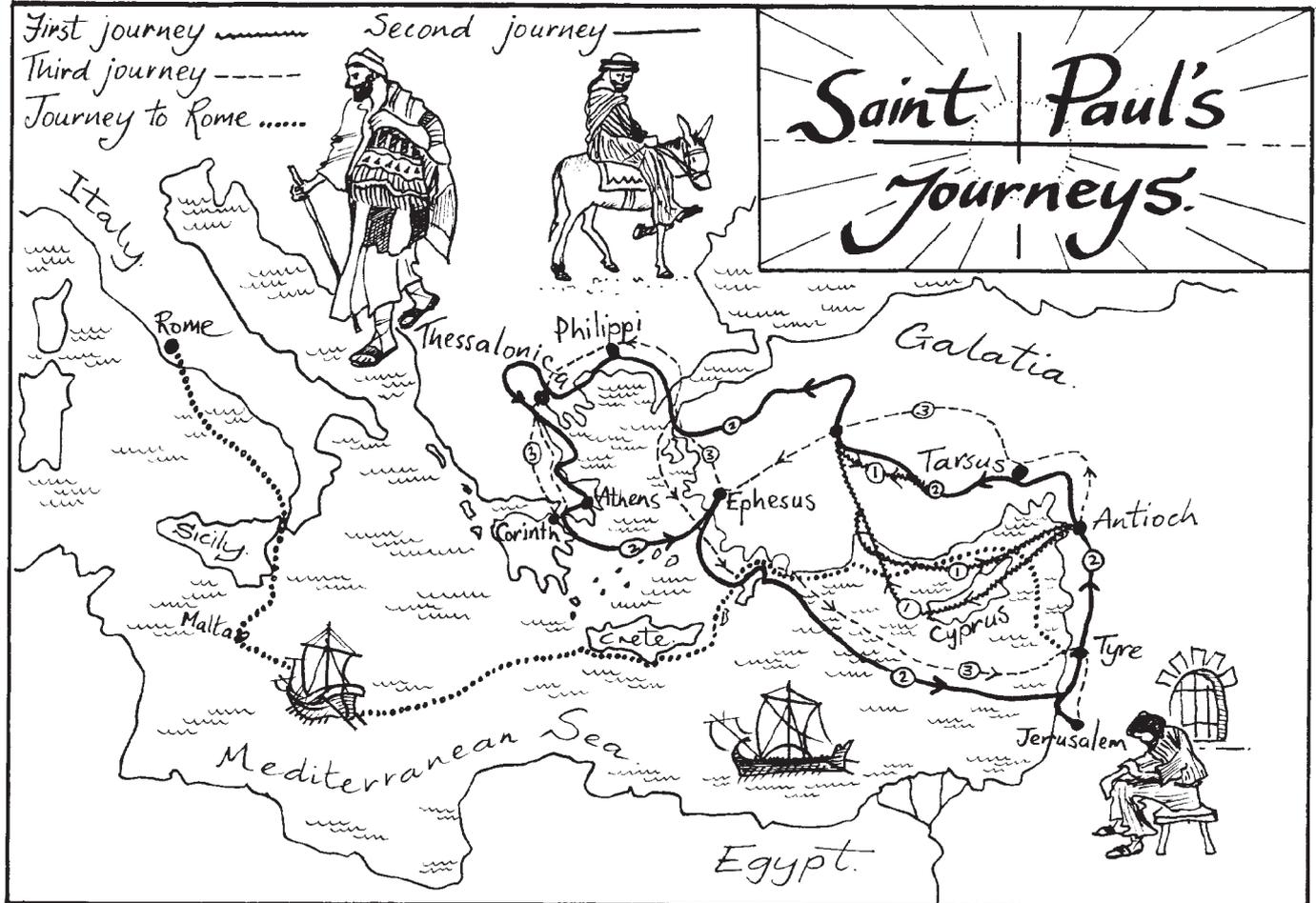
Prepare your own factfile on St Paul. You might like to draw a picture of Paul in the top-left corner.

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:

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Second Journey:

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---

Third Journey:

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Last Journey to Rome:

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**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.

<b>AD 431</b>	_____	<b>AD 1111</b>	_____
	_____		_____
<b>AD 432</b>	_____	<b>AD 1134</b>	_____
	_____		_____
<b>AD 500</b>	_____	<b>AD 1517</b>	_____
<b>AD 546</b>	_____	<b>AD 1536</b>	_____
	_____		_____
<b>AD 563</b>	_____	<b>AD 1545</b>	_____
	_____		_____
<b>AD 591</b>	_____	<b>AD 1558</b>	_____
	_____		_____
<b>AD 615</b>	_____	<b>AD 1695</b>	_____
	_____		_____
<b>AD 750</b>	_____	<b>AD 1700-1800</b>	_____
	_____		_____
<b>AD 795</b>	_____	<b>AD 1829</b>	_____
	_____	<b>AD 1846</b>	_____
	_____		_____
<b>AD 1054</b>	_____	<b>AD 1850</b>	_____
	_____		_____
	_____	<b>AD 1870</b>	_____
	_____		_____
<b>AD 1101</b>	_____	<b>AD 1962-65</b>	_____
	_____		_____

## 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...

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## 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.

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# MY MEMORIES

**Fully Alive 3  
Activity Book**

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to write their memories.

## 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.