

Term I, Lesson I **WELCOME BACK!**

Fully Alive 3 **Workbook**

In the space below, write down some words or phrases to describe your feelings at the beginning of this new school year. Then, complete the other two exercises: finish the sentences, and choose and decorate a motto for this school year.

I feel...

My hopes for this year are...

My worries/concerns about this year are...

Choose a phrase or idea from the letter on page 1 of the Student Textbook that you will adopt as a motto for the coming year, and write it below. Decorate it in bright colours and try to remember to say this motto to yourself every day.

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

Fully Alive 3 Workbook

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.

God has given me
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 I, Lesson 2 I AM VALUABLE! (2)

Fully Alive 3 Workbook

Fill in your first name in the blank spaces and then read the sentences. Highlight the phrase or sentence that means most to you, and say why it does so on the lines at the bottom of the page.

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*). You _____ reflect like a mirror the brightness of the Lord and you grow brighter and brighter as you are turned into the image you reflect: this is my work (*2 Corinthians 3:18*). I have blessed you _____ with all the spiritual blessings of heaven in Christ (*Ephesians 1:3*). I have loved you _____ with an everlasting love, and therefore I am constant in my affection for you (*John 3:1:3*). You are always in my presence _____ (*Psalm 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 (*Psalm 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 Workbook

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. Afterwards, you might like to record in your Religion journal or 'ME' folder what you have learned from doing this exercise.

	' Answers	My Answers
Name:		
Address:		
Date of birth:		
Hair colour:		
Eye colour:		
Schools attended:		
Medals and Awards:		
Friends:		
Favourite pastime:		
Favourite subject:		
Best gift/ability:		
Type of music I like:		
Every week I read...		
Adjectives others would use to describe me:		
Things that others know about me:		
Public ways that I relate to God:		

Fully Alive 3

Workbook

In the box below, name some feelings or emotions. Then, choose one of these feelings and write about a time when you experienced this feeling and how your life was affected by it. You might like to keep a copy of this sheet in your 'ME' folder.

A black and white photograph of a person's eye, looking directly at the viewer. The eye is framed by dark eyelashes and a soft, out-of-focus background. Below the eye, there is a large area of white space with a thin black border, and below that is a series of horizontal lines for writing.

Term 1, Lesson 5 MY INNER SELF IN PAST TIMES

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?**

Fully Alive 3 Workbook

Think of one thing you'd like to accomplish in the next few months. For example, it could be to improve your grade in a particular subject, or perhaps to become a better friend or a more tolerant person. This is your target goal. It must be something that is truly important to you and within your power to accomplish. In the space below, describe in detail what you will need to do in order to succeed; in other words, lay out a plan for achieving it (including a deadline). You may add as many steps as you like.

Target goal:

Date by which target goal will be achieved:

Step-by-step plan of action:

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Now that you have set your goal and have a plan of action, try carrying out your plans. Keep a diary of how you get on and be prepared to report back on your progress to your classmates.

Term 1, Lesson 8 FINDING MY WAY (I)

Fully Alive 3 Workbook

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. Read the following descriptions and choose the one that mostly fits you. In each case, you will be a 1, 2, 3, 4, 5 or 6. This isn't a test, but it is important to be honest in your answers!

PERSONALITY: Underline in RED one of the descriptions below:

1. Down-to-earth, conforming, practical, self-reliant.
2. Analytical, independent, intellectual, logical, precise.
3. Creative, expressive, imaginative, intuitive.
4. Co-operative, friendly, helpful, sensitive, understanding.
5. Ambitious, assertive, competitive, driving, persuasive.
6. Careful, detailed, efficient, orderly, organised, thorough.

VALUES: What is most important to you? Underline in GREEN one of the descriptions below:

1. Working with earth and nature/being able to move around/doing hands-on work/seeing the results of my work.
2. Demonstrating high degrees of skill/being recognised for my knowledge.
3. Being able to write or present ideas/being free to express my uniqueness.
4. Being involved in helping others directly/feeling that my work is making a difference/working as part of a team.
5. Being able to get ahead rapidly/having a high standard of living/respect and status.
6. Being in secure employment/doing work where tasks are clear/having regular hours and predictable work.

SKILLS: Underline in BLUE one of the descriptions below:

1. Mechanical/building/using tools and materials/making/repairing things.
2. Knowledge/working with ideas/reading and investigating or analysing/using logic/problem-solving/testing/evaluating/researching.
3. Entertaining/performing/being creative/artistic/musical ability.
4. Caring/healing/counselling/guiding/comforting/teaching/training/explaining/empowering.
5. Managing people/ideas/planning/making decisions/motivating others/creating change.
6. Working with numbers/accounts/budgets – organising/filing/computing/calculating/comparing numbers or records.

Term 1, Lesson 8 FINDING MY WAY (2)

Fully Alive 3 Workbook

Read about six types of people below and, based on the answers you gave on the previous page, decide whether you are a 1, 2, 3, 4, 5 or 6. Then, answer the question at the bottom of the page.

Those who advise others with regard to their direction in life generally agree that there are at least six types of people:

1. Realistic: people with mechanical and athletic abilities; like working outdoors with tools and objects; prefer dealing with things rather than people.
2. Investigative: people with maths and science abilities; like working alone and solving complex problems; like dealing with ideas rather than people or things.
3. Artistic: people with artistic ability and imagination; enjoy creating original work; like dealing with ideas rather than things.
4. Social: people with social skills; interested in social relationships and helping others solve problems; like dealing with people rather than things.
5. Enterprising: people with leadership and speaking abilities; like to be influential; interested in politics and economics; like to deal with people and ideas rather than things.
6. Conventional: people with clerical and math ability; prefer working indoors and organising things; like to deal with words and numbers rather than people or ideas.

What have you learned about your talents and abilities, and has this helped you in any way to figure out what your purpose in life might be?

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

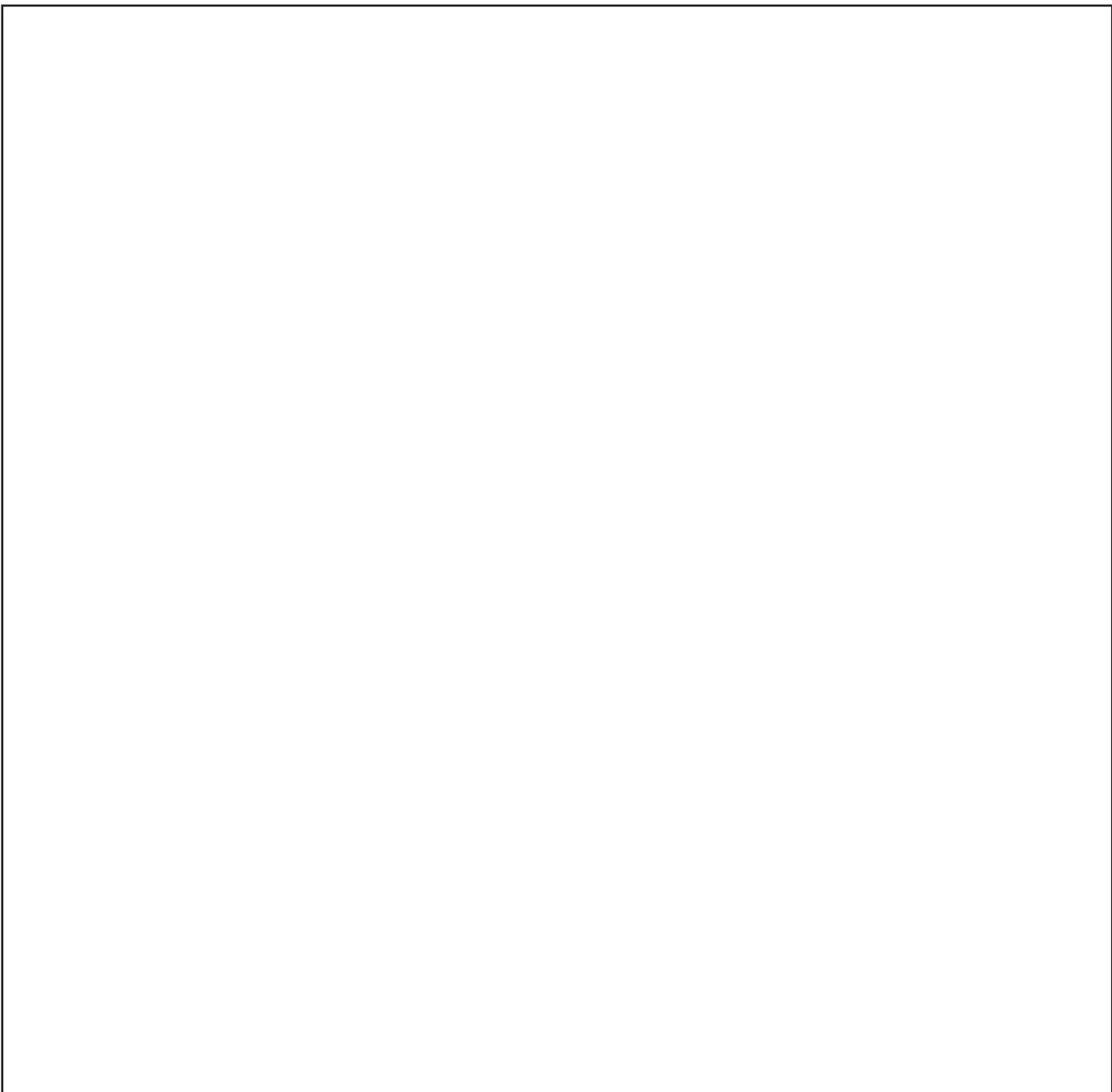
Fully Alive 3 Workbook

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. _____

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for the student to draw a picture or write an example of using a unique ability/gift.

Term 1, Lesson 10 THE BEATITUDES

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

Fully Alive 3 Workbook

JESUS SAYS THAT GOD BLESSES...	IN OTHER WORDS GOD BLESSES...	THIS SUGGESTS THAT GOD VALUES...
People who depend on God		
People who are gentle		
People who grieve		
People who hunger and thirst for what is right		
People who are merciful		
People whose hearts are pure		
People who make peace		
People who are treated badly for doing right		
People who are abused for following Jesus		

Term I, Lesson 11 KNOWING MY VALUES

Complete the following exercises.

Fully Alive 3

Workbook

Identify your top three values:

1.

2.

3.

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

What does this value say about your vision of who you are?

Term 1, Lesson 12 STAYING TRUE TO MY VALUES

Fully Alive 3 Workbook

Read the descriptions below and, in the spaces provided, name the person and list their values. Complete the last speech box with your own example.

I was born in India on 2 October 1869. My first name means 'Great Soul'. I led non-violent campaigns in both Africa and India to secure equal rights and religious tolerance for all. I was assassinated in Delhi in January 1948.

Who am I? _____

Values: _____

I was born in Dublin in 1960. I am the lead singer/songwriter of a famous rock band. I took part in the *Live Aid* concert in 1984 and *Live 8* in 2005. I am passionate about ending world poverty and debt and am a leading activist in the 'Make Poverty History' campaign.

Who am I? _____

Values: _____

I was born in El Salvador in 1917. I was ordained a priest in 1944 and became Archbishop of San Salvador in 1977. I spoke out against the poverty, social injustice, assassinations and torture taking place in my country. I was murdered while celebrating Mass in 1980.

Who am I? _____

Values: _____

I was born in Belfast in 1962. I was ordained a priest in 1993 and belong to the Passionist Order. I was sent to work in Botswana in South Africa. I was shocked by the poverty and suffering of the people there. In 2004, I opened a hospice called *Leratong*, which means 'Where there is love'. I was the first person to be injected with a trial vaccine against Aids.

Who am I? _____

Values: _____

I was born in Alabama, USA in 1913. I became famous because I refused to give up my seat to a white man on a bus in 1955. My actions led to the Montgomery bus boycotts, which became one of the largest and most successful movements against racial segregation in history. I died on 24 October, 2005

Who am I? _____

Values: _____

Term 1, Lesson 13 MY CHOICES AFFECT MY FUTURE

Fully Alive 3 Workbook

Read the following examples of young people making a choice. Assess their choice in terms of the action taken, the intention of the person taking the action, the circumstances in which the action was taken and the consequences of the person's choice. Then, on the lines at the bottom of the page, compare the two choices and decide for yourself which choice was the more serious. You might like to discuss this in class.

Ted's choice...

Ted is going into town with his friends. His mother has given him ten pounds to buy a school book. She has also given him strict instructions to bring back the change because she needs it to pay for the week's milk delivery. While in town, Ted's friends decide to go to the cinema. Ted has no money of his own but he really wants to go and see the movie with them. Ted goes to the movie and later tells his mother that he lost her change, or maybe it was stolen out of his jacket pocket. His mother is annoyed but she accepts his explanation. She has to let the milk bill run up until next week. Assess Ted's choice.

Action taken: _____

Ted's intention: _____

Circumstances: _____

Consequences: _____

Carol's choice...

Carol is the eldest in a family of nine children. Since her dad was made redundant, things have been really tight at home. Her mum is doing her best to make ends meet, but the bills are beginning to mount. Some days there's virtually nothing for the family to eat, other than bread and jam. Carol is walking home from school when she sees a display of meat pies in the window of a butcher shop. She notices that the butcher is not behind the counter and the shop is empty. Carol grabs a pie and stuffs it into her schoolbag. As she turns to run from the shop, she is caught by a customer. The butcher decides to prosecute. Assess Carol's choice.

Action taken: _____

Carol's intention: _____

Circumstances: _____

Consequences: _____

Term I, Lesson 14 WHAT WORTH DO OTHERS HAVE?

Complete the following exercises.

Fully Alive 3 Workbook

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:

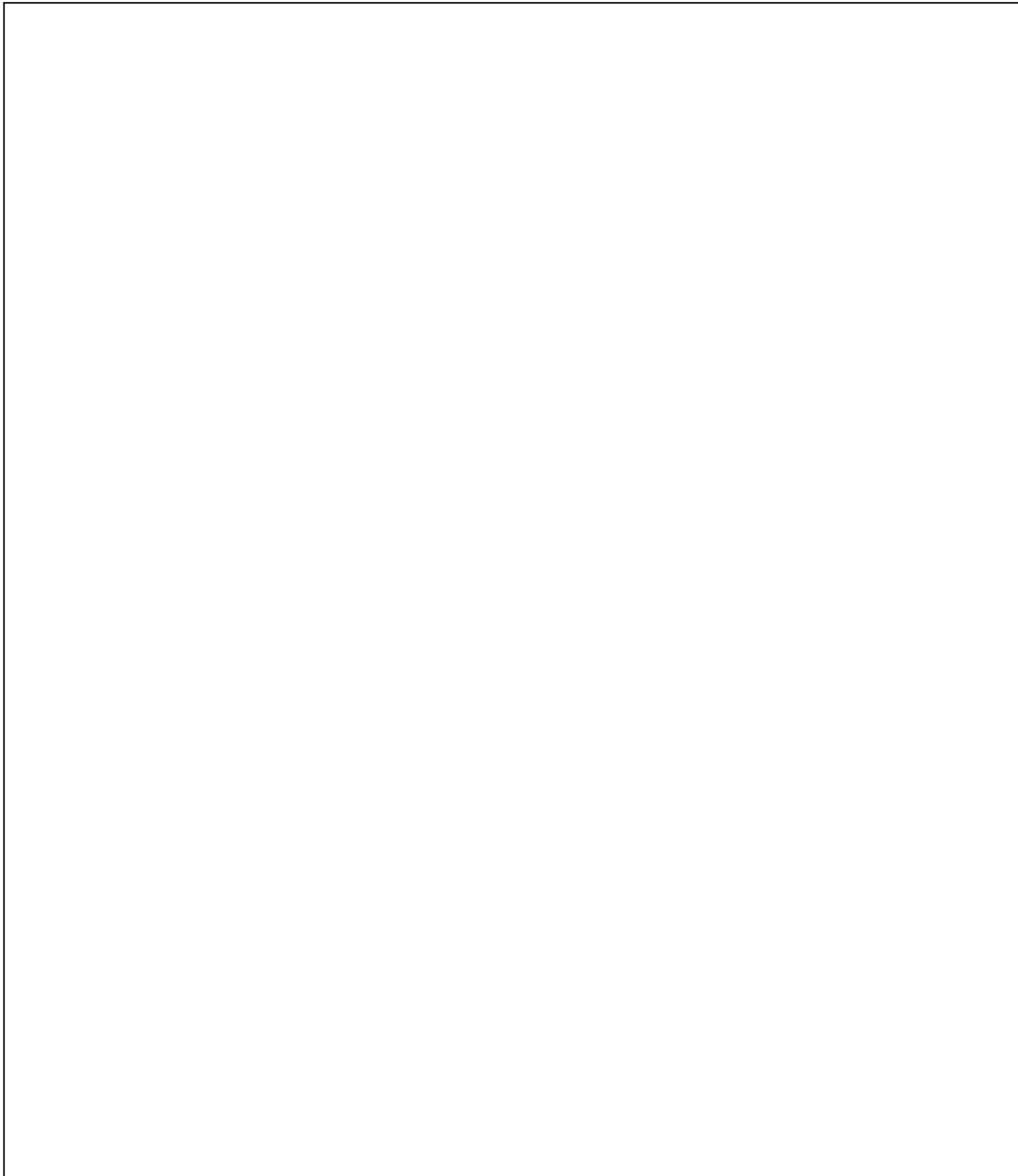
1. _____
2. _____
3. _____

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

Term I, Lesson 16 A SPECIAL DEVELOPMENT

Fully Alive 3 Workbook

In the box below, paste some photographs/images of yourself at various stages in your life. Beside each picture/image write a short description of yourself at that stage and of how you were developing physically, mentally, emotionally and spiritually. You may include examples of class work from primary school, if you wish.



Term I, Lesson 17 DEATH AND ETERNAL LIFE

Fully Alive 3 Workbook

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

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 _____

,

Write out the prayer that is usually said at the end of the Rosary:

Term 1, Lesson 18 FRIENDSHIP (I)

Fully Alive 3 Workbook

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 I, Lesson 18 FRIENDSHIP (2)

In the centre of the space below, 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. Try to have (1) examples of people

that you are acquainted with on a factual basis, (2) people you know but are not close to, (3) people you would consider to be part of your wide circle of friends and (4) those chosen few that you feel very close to. Then, choose **one** of your friendships and, on the lines provided at the bottom of these pages, describe the main characteristics of your relationship.

Term I, Lesson 19 FRIENDSHIP AND COMMUNICATION

Fully Alive 3 Workbook

On the lines below, list some communication ‘Dos and Don’ts’. The first one has been done for you! Then answer the questions in the spaces provided.

COMMUNICATION DOS AND DON’TS

Do give the person your undivided attention.

‘God has given us two ears and one mouth for a reason.’ What do you think this statement is saying about communication and friendship?

What are the main advantages of having a close friend with good communication and listening skills?

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

Fully Alive 3 Workbook 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)

Term I, Lesson 2I YOUR FRIENDSHIP WITH GOD

Fully Alive 3

Workbook

Interview someone in your family circle or school community about the way they pray. Use the questions suggested below or make up your own. Then, on the lines provided, write up the interview. Reflect on the person's answers and say what has struck you most about them.

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?

How important is prayer in your life?

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

Fully Alive 3 Workbook

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 Workbook

Study the image of the Rublev Icon below. Draw an image of yourself in the space provided at the table. Colour the icon with markers/crayons, using page 75 of the Student Text as a guide. On the lines provided at the bottom of the page, write a few sentences about how studying the Trinity has helped you to appreciate more deeply your relationship with God, with others and with the world around you.



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

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

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

Complete the following exercises.

Fully Alive 3 Workbook

- Fill in the blanks in the Parable of the Mustard Seed (*Matthew 13:31-32*) using page 88 of the Student Text.

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 _____.

- In the space below, draw a picture or paste an image of some aspect of the world around you that appeals to you. Write in a few words about what this aspect of life suggests to you about God. (Your teacher might like to follow this up with a class discussion.)

TERM 2, LESSON 3 JESUS AND HIS RELATIONSHIP WITH OTHERS

Fully Alive 3 Workbook Do a Bible search for Luke 19:1-10. On the lines below, write the story of Zacchaeus.

In the space below, list some words to describe Jesus' attitude to Zacchaeus.

Write about how Jesus' attitude challenges you in the way you think and act in your relationships with other people.

Term 2, Lesson 4 THE WOMAN GIVEN PEACE BY JESUS

Fully Alive 3 Workbook

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 5 THE WOMAN CRIPPLED FOR EIGHTEEN YEARS

Fully Alive 3 Complete the following exercises.
Workbook

I. Fill in the blanks, using page 97 of the Student Text.

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.

2. On the lines below, write about a time when someone showed you compassion. Alternatively, write about a time when you showed compassion to another person.

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

Complete the following exercises.

Fully Alive 3

Workbook

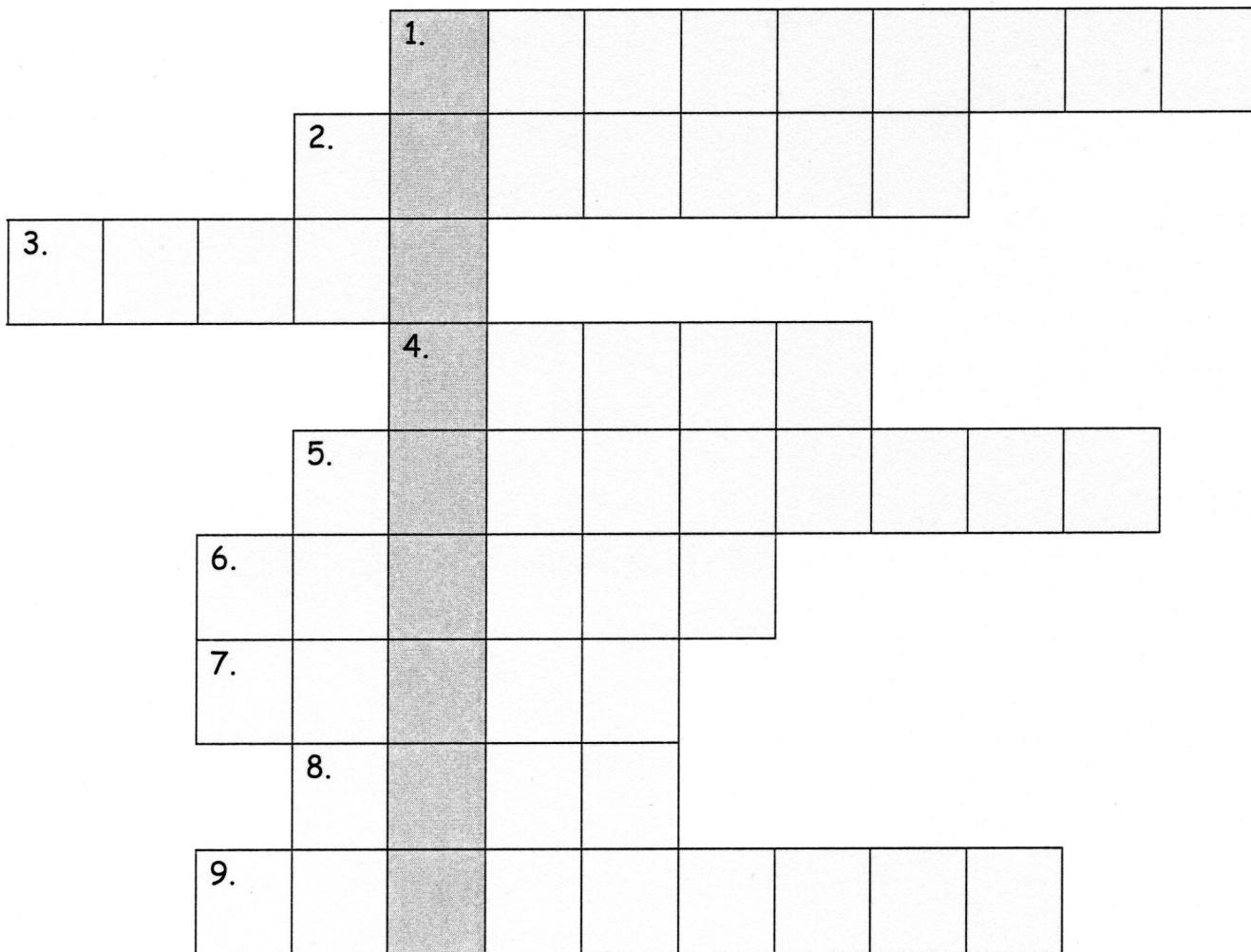
I. In your own words, tell the story of the centurion's servant (*Matthew 8:5-13*).

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)

Fully Alive 3 Workbook

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



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

Complete the following exercises.

Fully Alive 3 Workbook

Using the wordbank provided, complete the sentences:

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 friends 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 everyone is prejudiced in some ways.
6. It is a _____ task to _____ and overcome our prejudices.

WORDBANK

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

In the space below, list a number of people or groups who might suffer prejudice today. Then, either tell the story of one of these groups or paste in a newspaper headline as an example of such prejudice.

Term 2, Lesson 8 PREJUDICE AND STEREOTYPING

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.

Term 2, Lesson 9 ACTING UNFAIRLY (I)

Fully Alive 3 Workbook

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:

Term 2, Lesson 9 ACTING UNFAIRLY (2)

Fully Alive 3 Workbook

- (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 64.

Term 2, Lesson 10 PREJUDICE: UNFAIR SYSTEMS

Complete the following exercises.

Fully Alive 3

Workbook

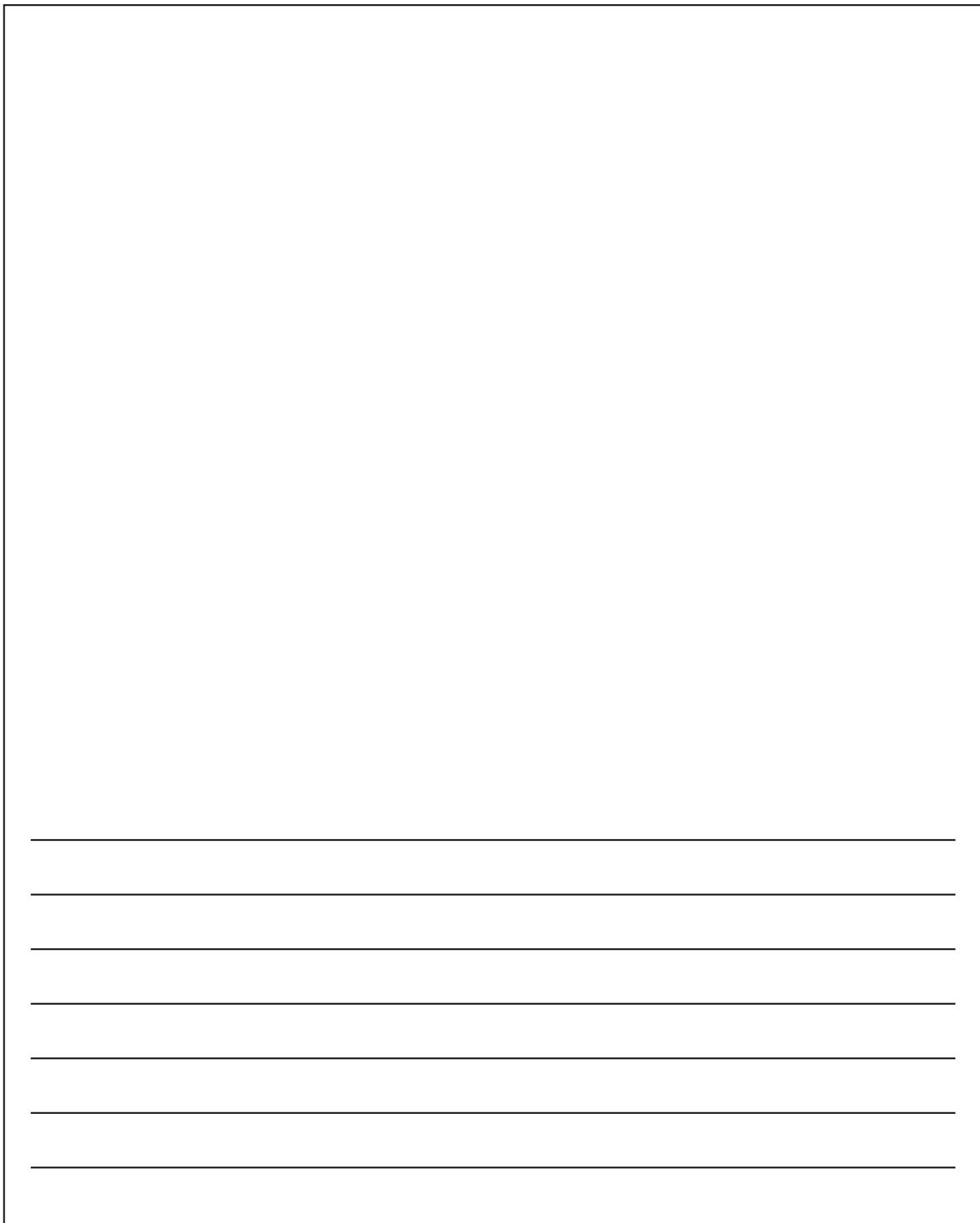
I. Explain the term 'structural or institutional prejudice'. In your answer, discuss one of the examples you have studied.

2. In the space below, paste a newspaper report on a recent incident of racism.

Term 2, Lesson 11 A VERY PARTICULAR SORT OF PREJUDICE

Fully Alive 3 Workbook

In the space below, draw a web to represent sectarianism. You might use images or words to make up the web. Draw a picture of yourself in the middle. Perhaps your title might be 'Caught in the Web'. Underneath, you might like to write a prayer or some words to explain your drawing.



Term 2, Lesson 12 MOVING BEYOND SECTARIANISM

Fully Alive 3 Workbook

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 Workbook

Complete your Lenten Calendar. Use the codes given in the menu on pages 42-43. (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.

continued 

Term 2, Lesson 13 LENT: KEEPING FOCUSED (3)

Fully Alive 3 Workbook

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?

Retell in your own words the Parable of The Unforgiving Servant. Sum up what you think the parable is saying about fairness.

Fully Alive 3

Workbook

Term 2, Lesson 15 JUSTICE AND HUMAN RIGHTS

Fully Alive 3 Workbook

In each box below, write one of the Ten Commandments. Underneath each commandment, name the human right connected to that commandment. The first one has been done to help you.

**First
Commandment:**

Love the Lord your God alone, with all your heart.

Human Right: To practise a religion.

Term 2, Lesson 16 THE NEEDS OF THE WIDER WORLD

Fully Alive 3 Workbook

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

Fully Alive 3 Workbook Using page 140 of the Student Text, complete the following factfile on the prophet Muhammad.

Name:	
Born:	
Family:	
Called by God:	
Response:	
Famous for:	
Muslims today are divided into two distinct groups. In the boxes below, name and describe these two groups.	

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

Fully Alive 3 Workbook 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 _____.

Faithful Muslims read _____.

The Qur'an offers Muslims guidance on _____.

The Qur'an is about the size of _____.

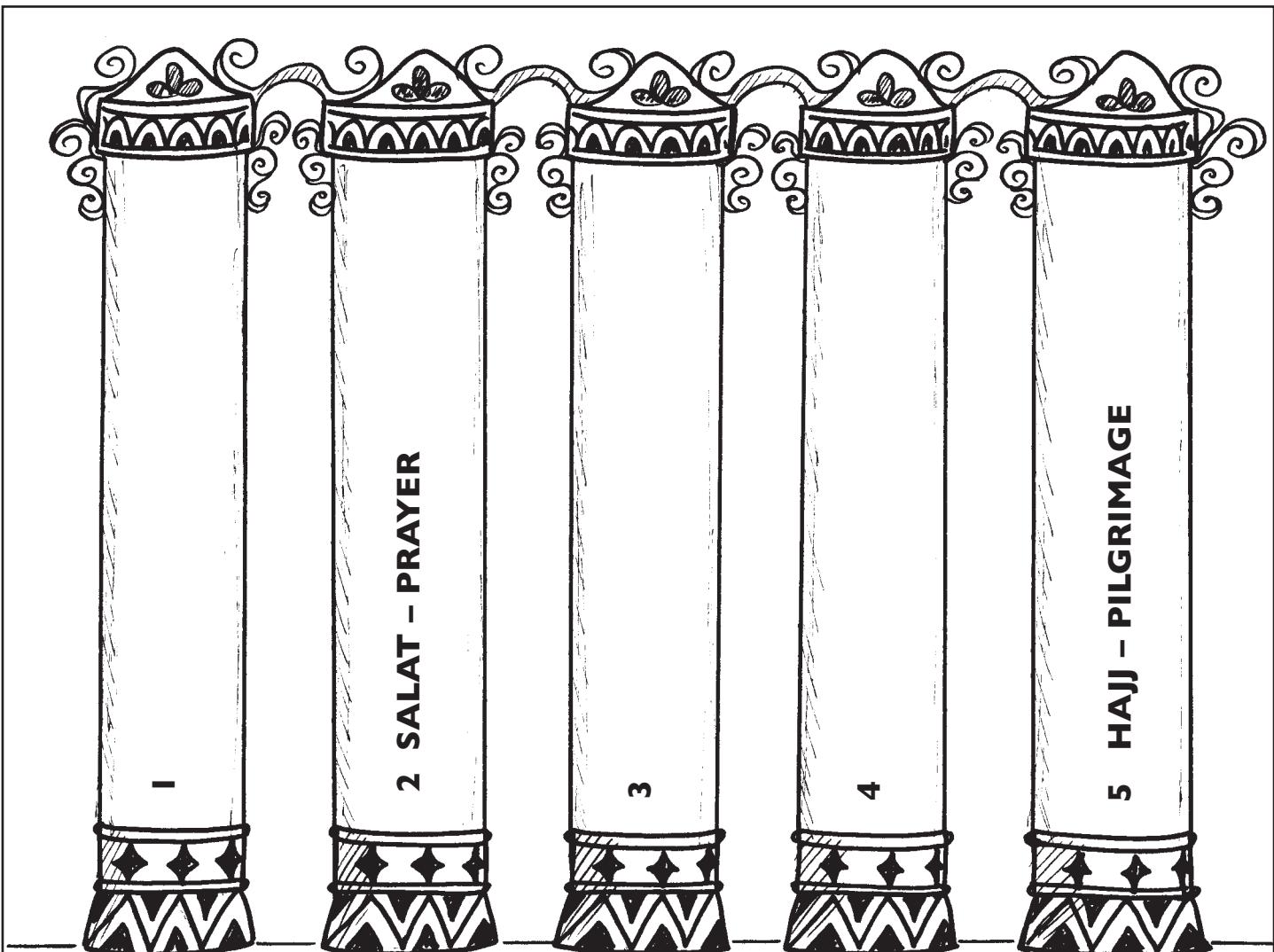
The Qur'an is divided into _____.

Muslims today also use the _____.

Muslims are also expected to keep _____.

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

Fully Alive 3 Fill in the missing Pillars of Islam.
Workbook



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

The three most important times in the Islamic year are the holy month of Ramadan and the festivals of Eid Ul-Fitr and Eid ul-Adha. Imagine you are a young teenage Muslim and write about your experience of one of these times.

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

Fully Alive 3

Workbook

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...

Term 2, Lesson 22 LIVING AS A MUSLIM

Find the words listed below in the wordsearch.

Fully Alive 3 Workbook



ISLAM ALLAH MUSLIM MOSQUE MIHRAB IMAM QUR'AN
HAFIZ SUNNA HADITH SHARIA MUHAMMAD MECCA
HIJRA MEDINA CALIPH SHIA SUNNI SHAHADA SALAT
ZAKAT SAWM HAJJ LUNAR MUHARRAM RAMADAN
HALAL HIJAB BURKA

Term 3, Lesson 1 THE EMPTY TOMB

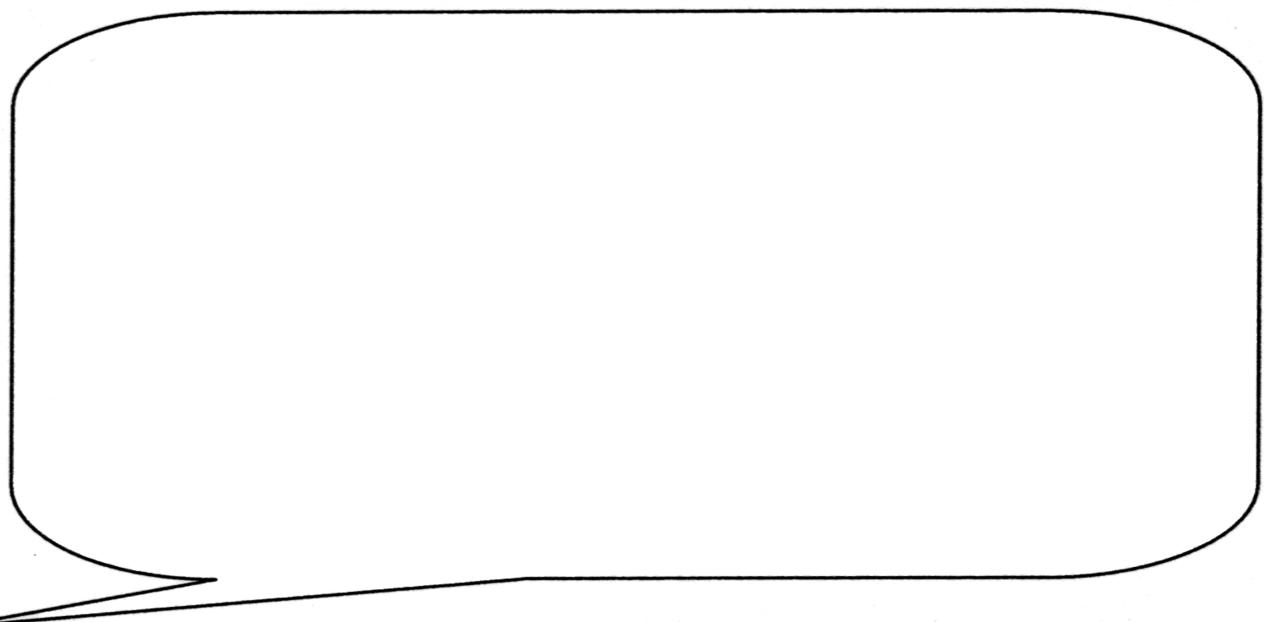
Complete the following exercises.

Fully Alive 3 Workbook

- I. Using page 171 of the Student Text, fill in the blanks:

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.

2. Imagine that you are either Mary Magdalene, Peter or John returning from your discovery of the empty tomb. Write in the speech bubble below the thoughts that are running through your head.



Term 3, Lesson 2 SENT TO SERVE

Complete the following exercises.

Fully Alive 3

Workbook

I. 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

Term 3, Lesson 3 DIFFICULT TIMES

Fully Alive 3

Workbook

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



YOUNG MAN STONED TO DEATH FOR BEING A CHRISTIAN

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

Fully Alive 3 Workbook Prepare your own factfile on St Paul. You might like to draw a picture of Paul in the top-left corner.

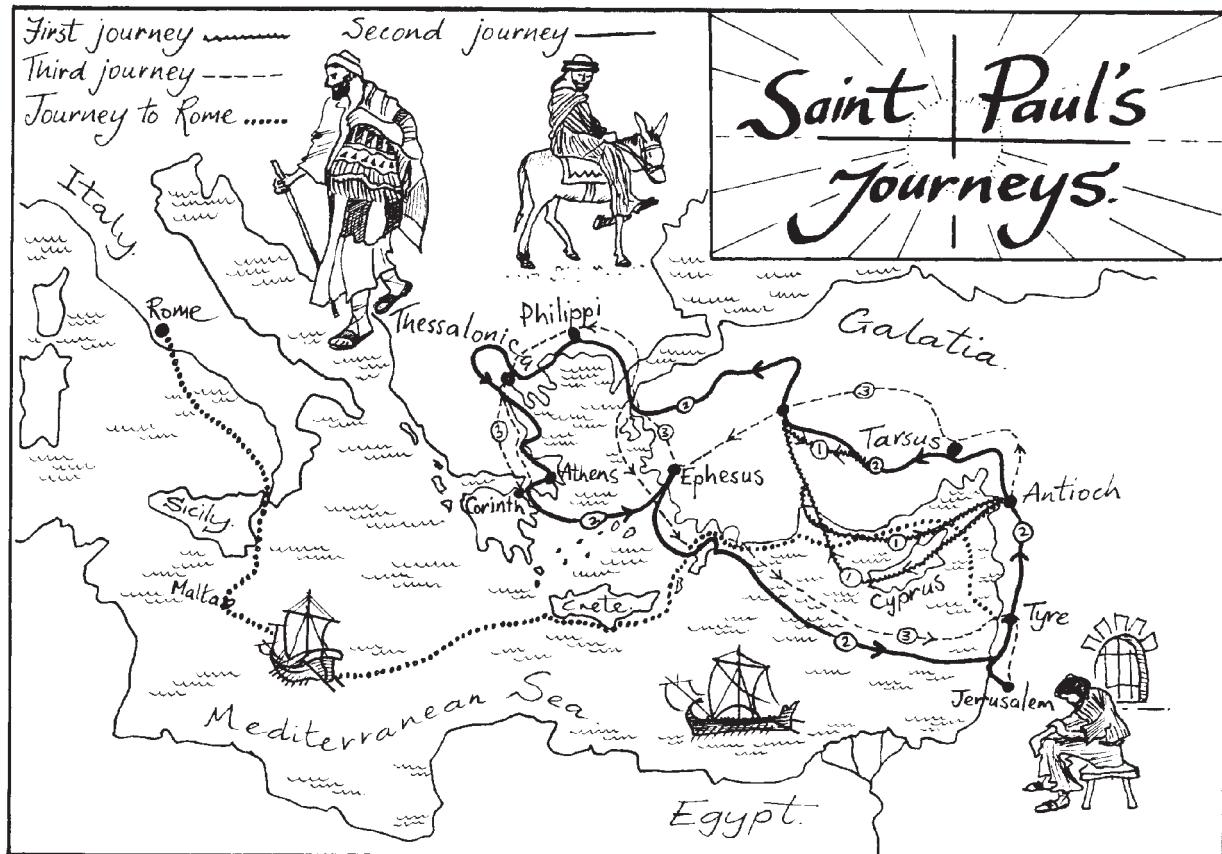
FACTFILE ON ST PAUL

	Name:
	Birthplace:
	Religion:
	Education:
Occupation:	
Famous for:	
Death:	
Feast days:	

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

Fully Alive 3 Workbook

Colour in the map below, highlighting the various journeys of St Paul, and then 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

Fully Alive 3 Workbook

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

FACTFILE ON ST PATRICK

	Name:
	Father's occupation:
	Nationality:
Early life:	
Famous for:	
Death:	
Feast days:	

Term 3, Lesson 7 CHRISTIANITY DEVELOPS IN IRELAND

Fully Alive 3 Workbook Using pages 190-195 of the Student Textbook, complete the following timeline, tracing the arrival and development of Christianity in Ireland.

AD 431 _____

AD 1111 _____

AD 432 _____

AD 1134 _____

AD 500 _____

AD 1517 _____

AD 546 _____

AD 1536 _____

AD 563 _____

AD 1545 _____

AD 591 _____

AD 1558 _____

AD 615 _____

AD 1695 _____

AD 750 _____

AD 1700-1800 _____

AD 795 _____

AD 1829 _____

AD 1054 _____

AD 1846 _____

AD 1850 _____

AD 1101 _____

AD 1870 _____

AD 1962-65 _____

Term 3, Lesson 8 THE MARK YOU WILL MAKE

Fully Alive 3 Workbook

Write your own personal statement about the ways in which God is calling you to make a positive impact on the world.

This image shows a decorative writing page. The page features a central rectangular area with ten horizontal lines for writing. This central area is surrounded by a decorative border consisting of a repeating geometric pattern of triangles and lines. The corners of the page are rounded. The entire page is set against a white background.

Term 3, Lesson 9 MARRIAGE AND PRIESTHOOD (I)

Complete the following exercises.

Fully Alive 3 Workbook

- 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.'

- Mark each of the following statements either 'T' (True) or 'F' (False):
 - The Catholic Church asks couples to attend a pre-marriage course. _____
 - Couples can get married whenever they want. _____
 - The couple getting married promise to love each other for as long as it feels right. _____
 - In the Catholic Church, marriage is a sacrament. _____
 - The couple marry each other; the priest is only a witness. _____
 - For Catholics, marriage is a permanent, exclusive relationship that welcomes children. _____
- On the lines below, list some of the challenges that face a married couple today. (Your teacher might like to follow this up with a class discussion.)

Term 3, Lesson 9 MARRIAGE AND PRIESTHOOD (2)

Complete the following exercises.

Fully Alive 3 Workbook

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:

A priest serves:	Example:
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 **Workbook**

Term 2, Lesson 9 ACTING UNFAIRLY (3)

Fully Alive 3 Workbook

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.