



Term 1: Lesson 1 NEW BEGINNINGS

Complete the following exercises.

Fully Alive 2

Workbook

List **three** things you like *most* about school.

List **three** things you like *least* about school.

On the lines below, write a short paragraph about how you can make life at school more pleasant for yourself and for those around you.





Term 1: Lesson 2 ONE STEP AT A TIME

Read the following list of ten steps and choose one that you have found difficult to achieve in the past. On the lines below, write down some ideas on how you might achieve this step during Year 9.

Fully Alive 2

Workbook

TEN STEPS TO A GREAT YEAR 9

1. Come to school every day.
2. Be respectful and kind to everyone.
3. Look out for your classmates. If you want a friend, be a friend!
4. Always bring the right books and supplies for each day.
5. Pay attention in class. Ask and answer questions.
6. Do your homework. If you miss work, catch up with it.
7. Join a school club or group.
8. Eat properly. Skip snacks, not meals!
9. Get the sleep you need each night.
10. Walk or exercise a little each day.



Term 1: Lesson 3 RELIGION CLASS

In the space below, write a poem/rap/song about your experience of Religion class. Alternatively, write a prayer for the beginning of the new school year.

Fully Alive 2
Workbook

A large, faint watermark image occupies the central area of the page. It depicts a young girl with long, wavy hair, looking down at an open book. The book is titled "HOLY BIBLE" in capital letters. The image is in grayscale and has a soft, dreamlike quality.



Term 1: Lesson 4 OUR APPROACH TO THE WORLD

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Workbook

Choose one of the following experiences (or pick one of your own choice) and, on the lines below, describe your thoughts and feelings about it:

staring up at a clear, starlit sky; gazing out at a stormy sea;

looking up at a skyscraper; holding a newborn baby;

witnessing a great sporting achievement; watching an insect build its nest.

In the space below, write a short reflection or paste in a picture that speaks to you about how wonderful our world is.



Term 1: Lesson 5 THE ORIGINS OF THE UNIVERSE

Complete the following exercises.

Fully Alive 2 Workbook

1. Here are three very different theories about how the universe began. On the lines below, say what you think of each theory.

God created
everything.

A huge explosion
started everything.

Everything has just
always existed.

(a)

(b)

(c)

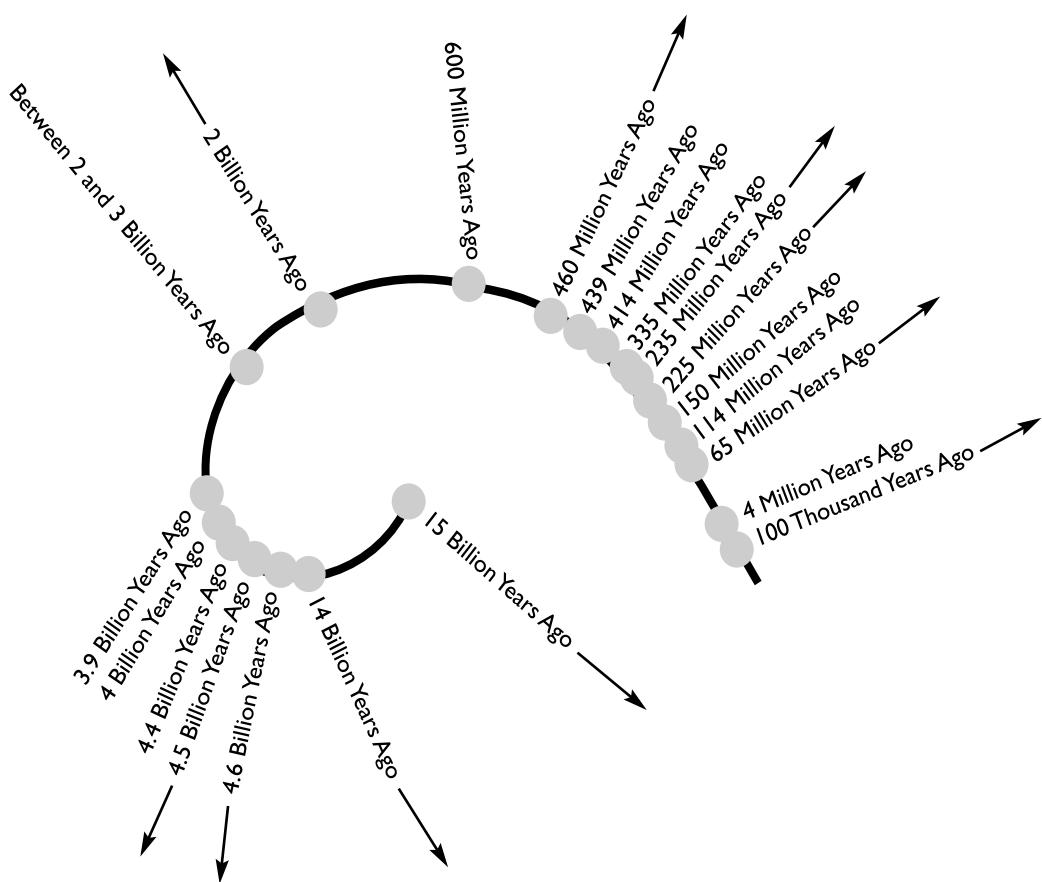
2. Most scientists now agree that the universe did have a definite starting point. They call this the Big Bang. On the lines below, suggest how science and faith can both contribute to our understanding of the origins of the universe.



Term 1: Lesson 6 THE COSMIC WALK

Using pages 14-15 of the Student Textbook, complete the diagram below by writing next to the arrows what happens at that particular stage.

Fully Alive 2 Workbook





Term 1: Lesson 7 CHRISTIAN BELIEF ABOUT GOD AND THE UNIVERSE

The stages of creation have got mixed up. Draw arrows to indicate the correct order.

Fully Alive 2 Workbook

Stage

What God Created

1 The creation of sea life and birds.

2 The creation of animals. The creation of men and women to help God to care for the earth.

3 God rests, looks at everything and sees that it is all very good.

4 The creation of light. God names the light 'day' and the darkness 'night'.

5 The creation of the land and the seas. The creation of all kinds of plants.

6 The creation of the sun, moon and stars.

7 The creation of the sky.



Term 1: Lesson 8 IN THE IMAGE AND LIKENESS OF GOD

Read the following examples of experiences of being cared for by someone else. Colour in the ones that you have experienced.

Fully Alive 2 Workbook

When someone remembers my birthday

When someone takes time to listen to me

When someone helps me with a problem

When someone gives me a hug

When the washing and ironing are done for me

When someone looks after me when I am sick

When I celebrated my Confirmation

When someone prepares a meal for me

When someone texts or phones me to say 'Hi'

When I am taken to and from events or activities

When someone includes me in their plans or in a game

When someone remembers my name

When I am brought shopping or to the cinema

When I celebrated my First Communion

Choose one example from the above (or suggest your own example) and write about that experience on the lines below. Name the person or persons who showed this care for you and describe what it was that made you feel so cared for.



Term 1: Lesson 9 THE ABILITY TO CREATE

How creative are you? Give yourself a score out of ten for each of the following:

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Workbook

- ____ Starting a conversation (creating a better atmosphere)
- ____ Being a friend (creating a more friendly world)
- ____ Taking the initiative (creating solutions to problems)
- ____ Helping to organise something (creating the energy to get things moving)
- ____ Helping a team to work together in sport (creating a team spirit)
- ____ Music/art/design/technology (creating something for people to broaden their experience)
- ____ Telling jokes (creating a laugh)
- ____ Telling stories (creating new worlds for others to read about)
- ____ Being a good listener (creating trust)
- ____ Encouraging (creating self-respect in others)
- ____ Doing housework (creating a home)
- ____ Being careful about rubbish (creating a good place to live)
- ____ Being patient or helpful at home (creating a sense of family)
- ____ Asking questions (creating opportunities for understanding)
- ____ Noticing beautiful things (creating a sense of reverence)

Choose *one* of the above examples and, on the lines below, write about a time when you were creative in this way.



Term 1: Lesson 10 RESPONSIBILITY

THE GREEN TEST: HOW GREEN ARE YOU?

Answer True (T) or False (F) to the following statements. Be honest!

Fully Alive 2 Workbook

1. I never throw litter on the ground. _____
2. I use recycled paper for my school work. _____
3. I put any tin cans I use in the correct bin for recycling. _____
4. I walk or cycle to school, rather than take a bus or go by car. _____
5. I always put glass bottles in the correct bin for recycling. _____
6. I always check that the hygiene products I buy are environmentally friendly. _____
7. I recycle all my newspapers, books and magazines. _____
8. I never dump rubbish in the countryside. _____
9. If I'm too warm, I turn down the heat. _____
10. I never leave a water tap to drip. _____
11. I turn out all lights and close the door when I'm the last to leave a room. _____
12. I prefer to take a shower instead of a bath, so I can save water. _____
13. I don't leave electrical appliances such as the computer, television or CD player switched on when they are not being used. _____
14. I use rechargeable batteries instead of alkaline batteries. _____
15. I close the windows instead of turning up the heat. _____
16. I never leave the fridge door open. _____
17. I only put enough water in the kettle for the number of people. _____
18. I always make sure the dishwasher or washing machine is full before I switch it on. _____
19. I use paper bags or 'a bag for life' instead of plastic bags. _____
20. I keep myself informed of environmental issues and I am committed to helping preserve our planet. _____

Now count the number of statements you marked 'True' and read about your score below.

16-20: Congratulations! Our planet is in safe hands!

9-15: Excellent work so far! Keep going and you will find new ways to help the environment.

Below 9: Well done! You have made a good start. But there's lots more you could be doing. Use the above list to give you further ideas of ways in which you can help care for the environment.



Term 1: Lesson 11 RESPONSIBLE FOR THE EARTH

In the boxes below, write in the six main issues facing the earth today.

Fully Alive 2

Workbook

3.

4.

5.

6.

Choose *one* of the above issues and, on the lines below, outline the facts of the problem and its main cause. Suggest what could be done to help prevent such a problem in the future.



**Fully Alive 2
Workbook**

**Term 1: Lesson 13 CARING FOR THE EARTH:
LOOKING TO THE FUTURE**

Make a list of practical steps for putting the Five 'R's into practice in each of the following rooms in your home: the living room, the kitchen/utility room, the bathroom, the bedroom. Fill in the details below.

| | |
|-------------|----------------------|
| Living Room | Kitchen/Utility Room |
| | |
| Bathroom | Bedroom |
| | |



Term 1: Lesson 13 CARING FOR THE EARTH: LOOKING TO THE FUTURE

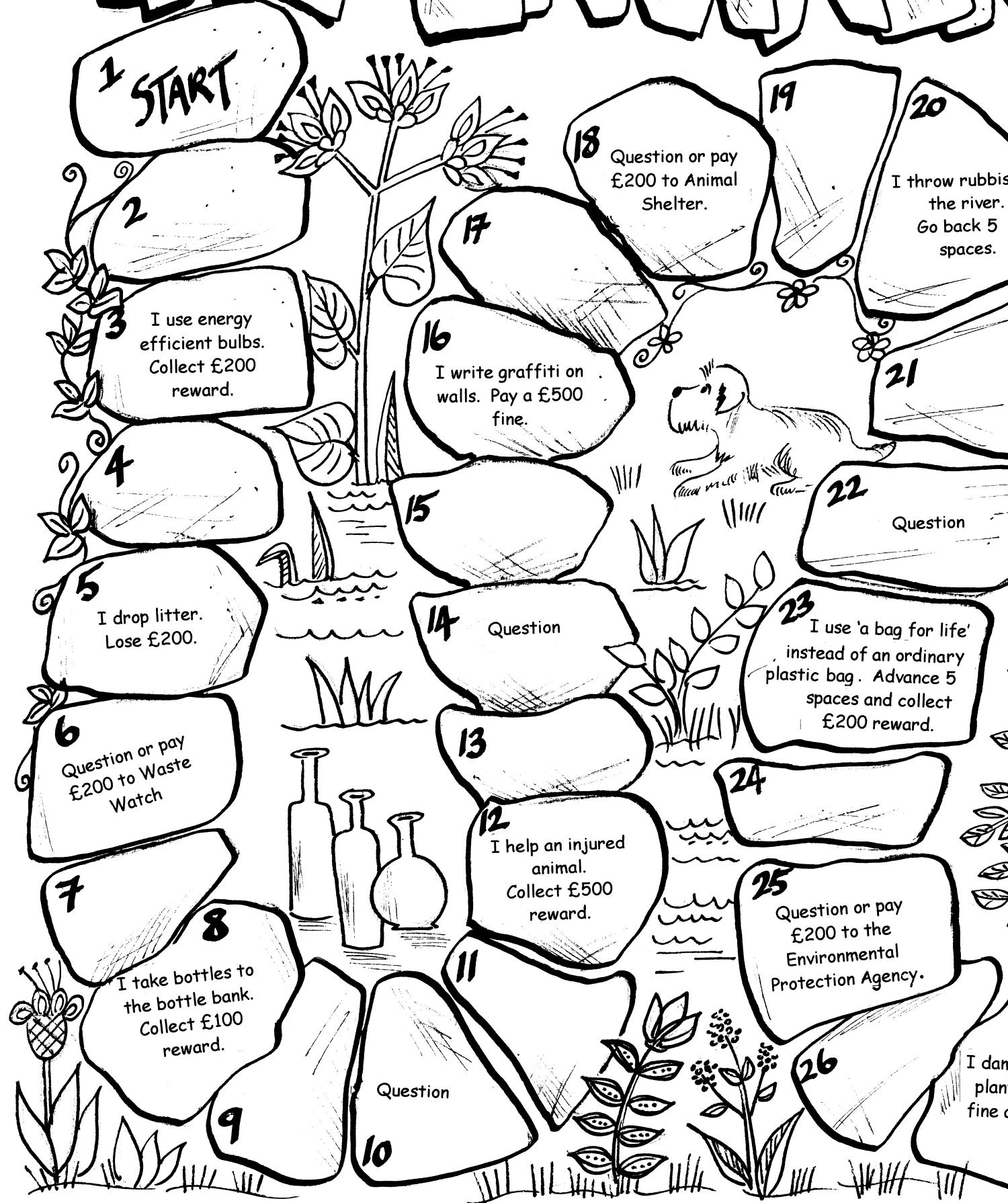
THE ENVIRONMENT GAME

On the next two pages you will find a board game on the environment. Please read the following instructions before you begin to play.

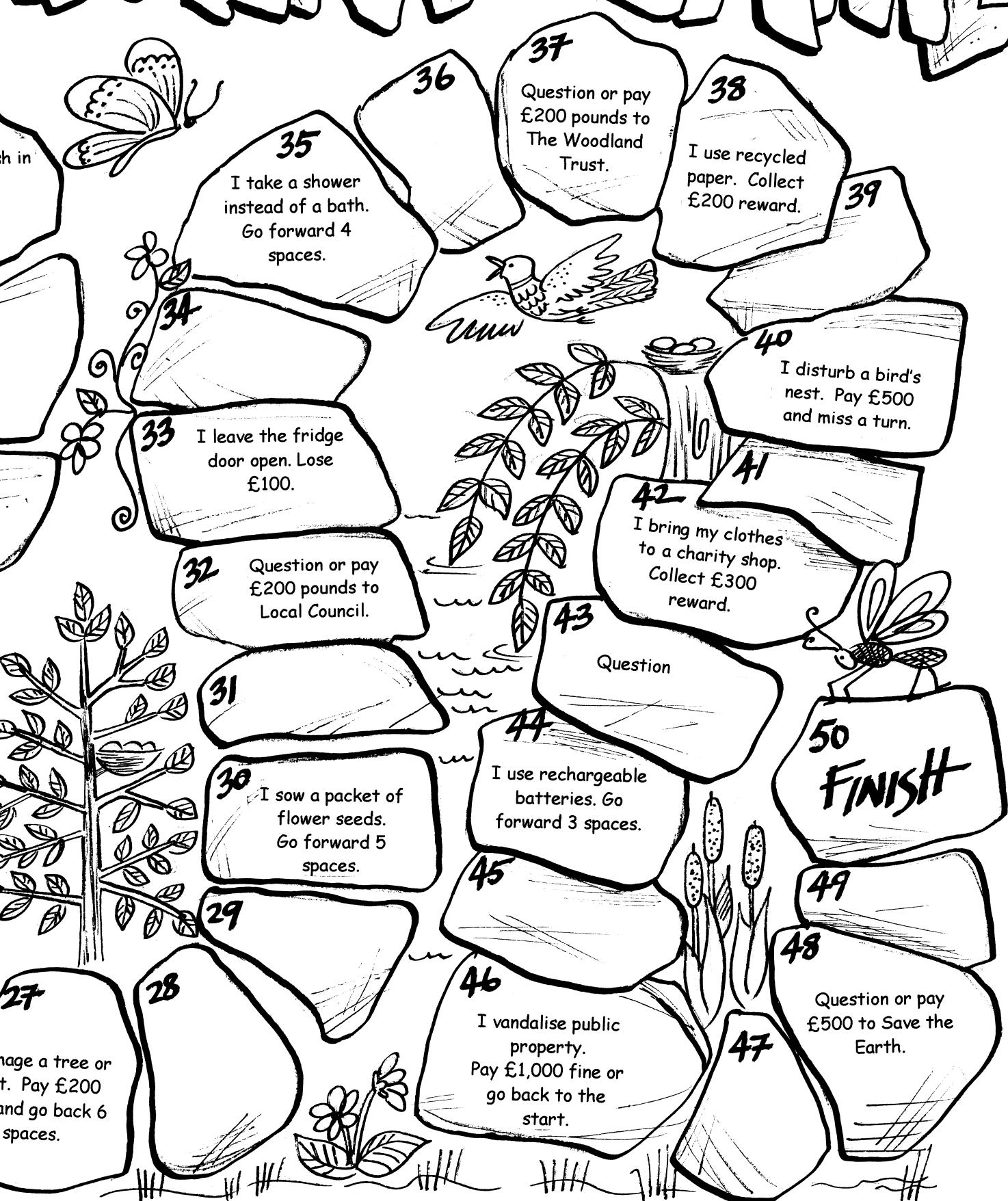
- Play the Environment Game in groups of four or five.
- The 'board' supplied for this game is made up of fifty squares.
- You will need a dice, some counters (e.g. buttons or coins) and some pretend money.
- One person acts as referee and banker. This person gives each player £1,000 at the beginning of the game.
- Up to four others may play.
- Start at the top left. Throw the dice and move the number of squares that comes up on the top of the dice.
- When a player lands on a square marked 'Question', the referee may ask that player one of the questions from the Referee Questions list (at the back of this book). If the player gets the answer to the question wrong, they miss their next turn. If the player lands on a square that says 'Question' or 'pay money', then the player can choose not to answer the question, but to pay the money instead. If they choose to answer the question and then get the answer wrong, they miss their next turn.
- If a player lands on Square 46, they must either pay the £1,000 fine (if they can afford it) or go back to the start.
- The referee keeps a record of the 'reward money' that each person 'earns' in the course of the game.
- Once a person gets to 'Finish' (Square 50), the amount of reward money that they collected in the game is counted. The person with the most money after everyone has finished (or given up) wins. In the event of there not being enough time to finish the game, the person with the most reward money wins.

Note: Referee Questions may be found at the back of this book, on pages 62–64.

THE ENVIRONMENT



ENVIRONMENT GAME





Term 1: Lesson 14 JESUS AND THE WORLD AROUND HIM

Complete the following using pages 44-45 of the Student Textbook.

Fully Alive 2 Workbook

Jesus grew up in the _____ tradition and saw the earth as God's _____. He found that the earth helped him to _____ God his _____. Jesus spoke often about the _____ to help others know about _____ and about life. Some examples of this from the Gospel according to Luke are:

1. _____

2. _____

3. _____

Jesus _____ the earth for another reason too: it gave him the _____ to make important _____ about his life. It gave him somewhere to work out how to go about doing what his Father _____ him to do. The Gospel according to _____ shows how Jesus found help in the earth when he had to face _____ decisions. Some examples of this are:

1. _____

2. _____



Term 1: Lesson 15 IT'S A DEAL!

Complete the following exercises.

Fully Alive 2 Workbook

1. Choose one example of a deal in your life and, on the lines below, write down what each side has agreed to do.

I, _____ promise to _____

I, _____ promise to _____

2. Fill in the missing words in this paragraph:

The Bible tells of the first agreement between God and people. This was an agreement between God and a man called _____ and his wife _____. It happened nearly four _____ years ago. There were _____ sides to the agreement. God _____ to look after Abraham and his family. Abraham and his family promised to _____ God and to do what God asked. Another word for this agreement is the _____.



Term 1: Lesson 16 AGREEMENTS RENEWED

Draw pictures in the boxes below to illustrate each stage of the story of the escape by the Israelites from Egypt.

Fully Alive 2 Workbook

| | |
|------------------------------------|---|
| 1. Slavery in Egypt | 2. Instructions for escape and last meal in Egypt |
| 3. Escape through the Sea of Reeds | 4. Hard times in the desert |
| 5. Mount Sinai and the Golden Calf | |



Term 1: Lesson 17 THE TEN COMMANDMENTS: KEEPING OUR FREEDOM

Using pages 53-54 of the Student Textbook, complete the following by filling in the missing commandments.

Fully Alive 2 Workbook

GOD'S COMMANDMENTS

- 1.
2. You shall not take the name of the Lord, your God, in vain.
- 3.
4. Honour your father and your mother.
- 5.
6. You shall not commit adultery.
- 7.
8. You shall not bear false witness against your neighbour.
9. You shall not covet your neighbour's wife.
- 10.



Term 1: Lesson 17 THE TEN COMMANDMENTS: KEEPING OUR FREEDOM

Fill in your name in the blank spaces, and then read each point again.

Fully Alive 2 Workbook

1. I _____ love God and do not make money, pleasure or power the most important thing in my life.
2. I _____ use God's name with respect and reverence.
3. I _____ avoid all unnecessary work on Sundays and I always go to Mass on Saturday evenings or Sundays and spend time in prayer and quiet reflection.
4. I _____ love, respect, obey and help my parents or guardians and all the people who look after me.
5. I _____ would never hurt anyone and I show respect and care for others and for all that God has created.
6. I _____ respect marriage and am always honest and faithful in my relationships with others.
7. I _____ would never take anything that does not belong to me.
8. I _____ always speak the truth and respect the good name of others.
9. I _____ would never seek to possess someone who belongs with another.
10. I _____ am never jealous of what another person has and I always respect the property of others.



Term 1: Lesson 18 MORALITY

In the spaces below, write in which of the Ten Commandments you think might help guide you in making the moral choices that are listed.

Fully Alive 2 Workbook

Whether or not to spread some gossip...

Whether or not to throw a firework at someone...

Whether or not to take more than your fair share...

Whether or not to curse and swear using God's name...

Whether or not to be jealous of your friend's new jacket...

Whether or not to stay in bed instead of going to Mass...

Whether or not to spend all your time, energy and money on your favourite pop group...

Whether or not to flirt with someone who is married...

Whether or not to tell lies to the people who look after you...

Whether or not to get into a car with a driver who has been drinking alcohol...



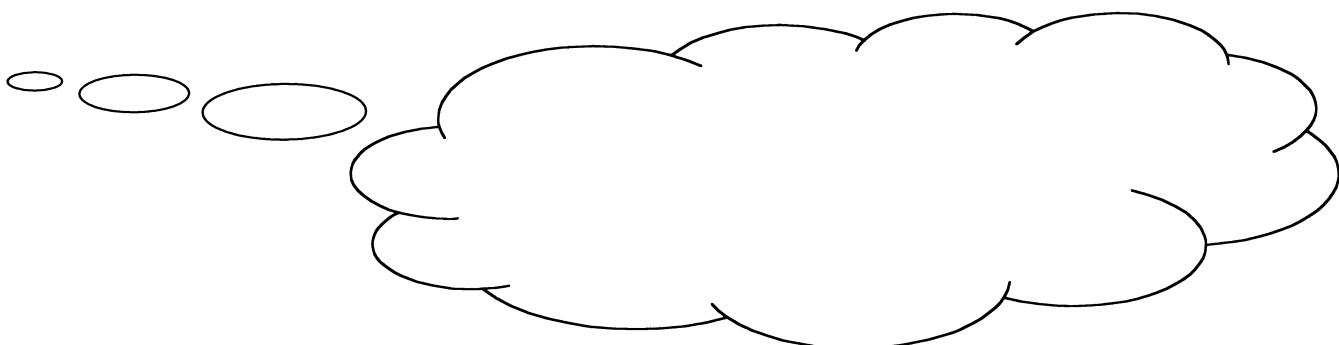
Term 1: Lesson 19 CONSCIENCE – GUIDING US FROM WITHIN

Read the following story and then fill in the thought bubbles with your reactions.

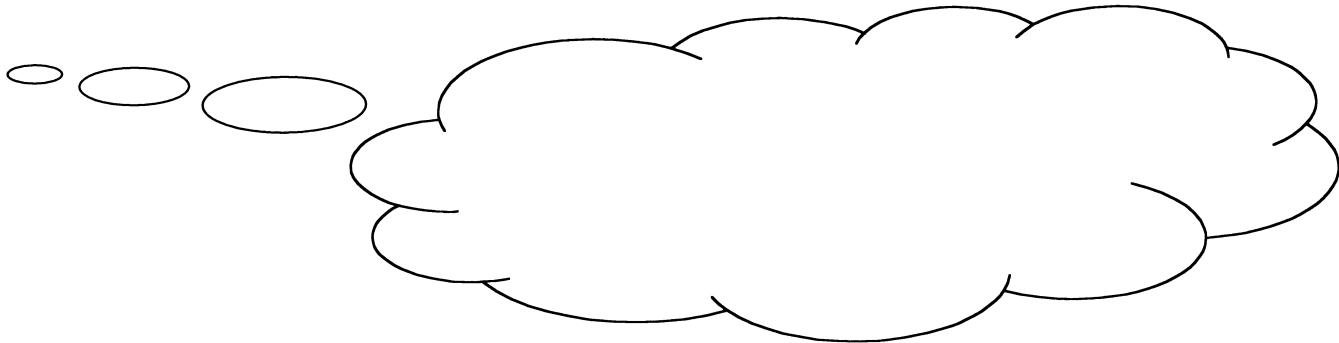
Fully Alive 2 Workbook

ON THE CHEAP...

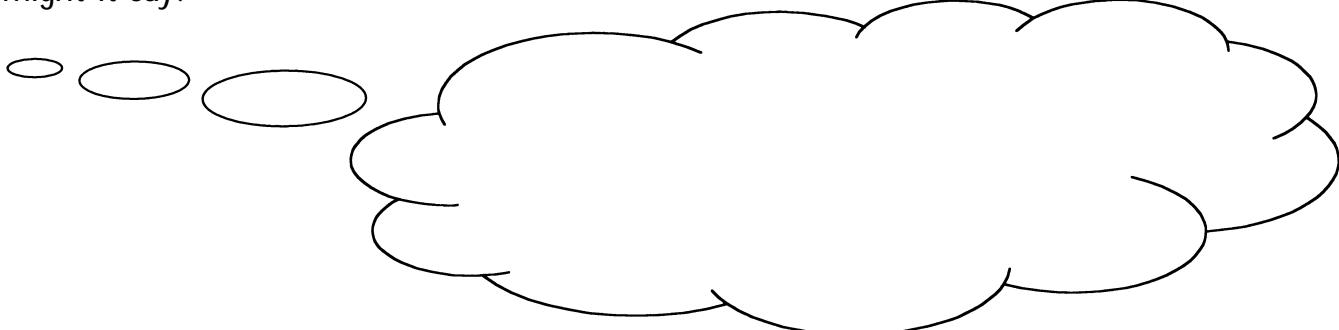
Another student asks you if you are interested in buying a mobile phone on the cheap. They tell you it's the latest model and you can have it for just fifty pounds. Immediately you suspect this 'offer'. Fill in the thought bubble below with the first reaction to this 'offer' that your conscience might cause you to have.



Fill in the next thought bubble with what your conscience would lead you to think was the right thing to do in the situation.



In the end, it is you who will choose how you act in a situation. You can choose to follow or to ignore your conscience. Afterwards, your conscience judges your action. What might it say?





Term 1: Lesson 19 CONSCIENCE – GUIDING US FROM WITHIN

Complete the following exercises.

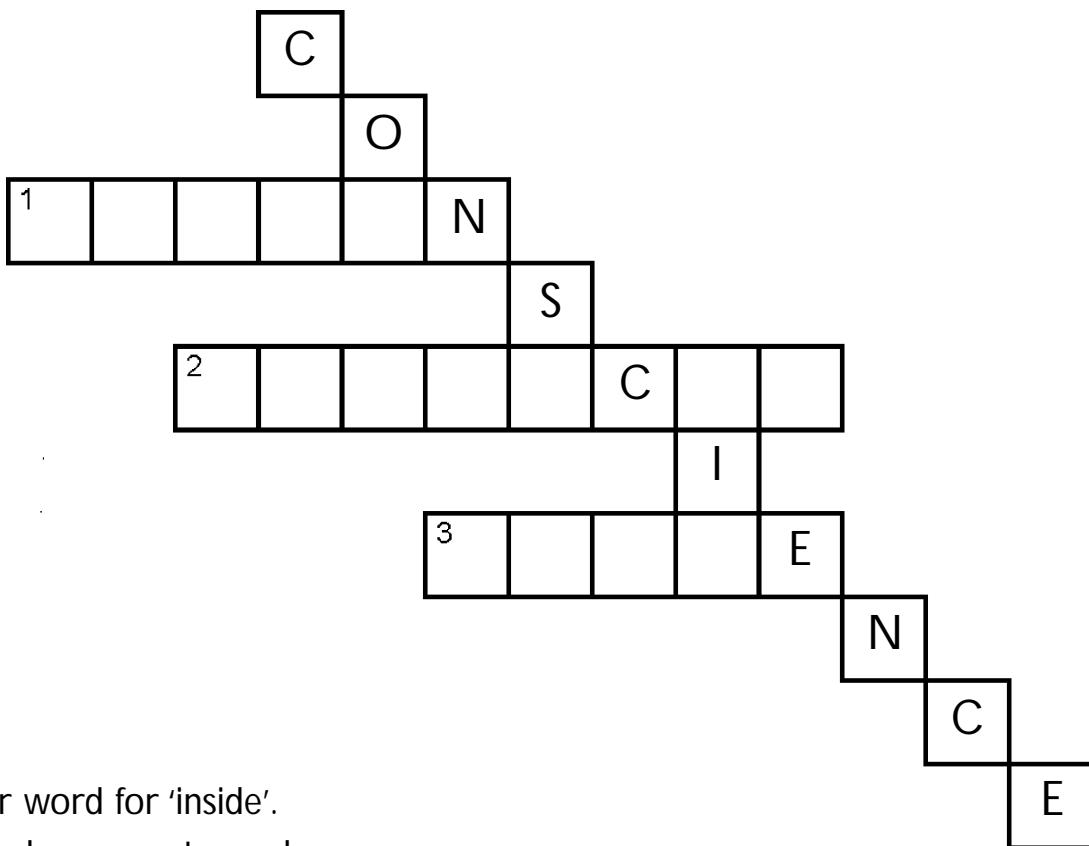
Fully Alive 2

Workbook

1. Using page 60 of the Student Text to help you, write a description of conscience in the box below.

1. **What is the primary purpose of the study?** The study aims to evaluate the effectiveness of a new treatment for hypertension in a diverse population.

2. Read the clues below and discover the missing words in the crossword.



CLUES

1. Another word for 'inside'.
2. Pulls or draws you towards.
3. Decide whether you are right or wrong in a given situation.



Term 1: Lesson 20 DEVELOPING YOUR CONSCIENCE

Complete the table below, which shows the four main ways in which God's guidance comes to us.

Fully Alive 2 Workbook

| | |
|--|---|
|  The Bible | Write out a Bible passage or the name of a Gospel story that has guided you in the past. |
|  The Tradition of the Church | Write the name of a letter that the Pope has written. The following website will help you: www.vatican.va |
|  Inspirational people | Write the names of some people who have inspired Christians over the years. |
|  Prayer | Write a short prayer asking for God's help in making a moral choice. |



Term 1: Lesson 21 SIN

Using pages 64-66 of the Student Textbook, complete the following.

Fully Alive 2 Workbook

1. Give one example of how a person can show selfishness to each of the following:

God

Others

The environment

2. Write a definition of sin.

Sin is...

3. What are the three factors that determine how serious a sin is? Give an example of each.

1.

2.

3.



Term 1: Lesson 21 SIN

Circle the correct answer.

Fully Alive 2 Workbook

1. From which book of the Bible does the Garden Story come?
 - (a) The book of Exodus
 - (b) The book of Genesis
 - (c) The book of Revelation

2. The human tendency to turn away from God and go our own way is the effect of:
 - (a) Venial sin
 - (b) Mortal sin
 - (c) Original sin

3. At which sacrament is original sin removed?
 - (a) Baptism
 - (b) Marriage
 - (c) Reconciliation

4. Which of the following is a direct consequence of sin?
 - (a) Reconciliation
 - (b) Separation from God and from each other
 - (c) Confession

5. What name do we give to sins that weaken our relationship with God?
 - (a) Mortal sins
 - (b) Personal sins
 - (c) Venial sins

6. What name do we give to sins that break or destroy our relationship with God?
 - (a) Venial sins
 - (b) Mortal sins
 - (c) Original sins

7. Through which sacrament can we obtain God's forgiveness for our sins?
 - (a) The sacrament of Baptism
 - (b) The sacrament of Confirmation
 - (c) The sacrament of Reconciliation



Term 1: Lesson 22 VALUES

Complete the following table by giving an example of how you live the values listed.

Fully Alive 2 Workbook

| VALUE | EXAMPLE OF HOW I LIVE THIS VALUE |
|-------------------------------------|----------------------------------|
| Respect for God | |
| Respect for prayer and worship | |
| Respect for family members | |
| Respect for myself/others | |
| Respect for life | |
| Respect for property | |
| Respect for the good name of others | |



Term 2: Lesson 1 CONFLICT AND DEALING WITH IT

Complete the following exercises.

Fully Alive 2

Workbook

1. In the space below, paste one or more pictures of conflict in our world today.

2. On the lines below, write down the main steps that need to be taken in order to resolve a conflict situation.



Term 2: Lesson 2 **CONFLICT AMONG THE FOLLOWERS OF JESUS**

Using pages 89-90 of the Student Textbook, answer the following questions in the spaces provided.

Fully Alive 2 Workbook

1. What name is given to the day that God sent the Holy Spirit to the apostles and friends of Jesus?

2. Why were the apostles so important for the early Christian communities?

3. Why was it believed that the Christian community at Rome was special?

4. What name was given to the leaders of the first Christian communities?

5. What is the special name we have for the successor of Peter?

6. Give two examples of the kinds of disputes that occurred among Christian communities after the time of the apostles.

(a)

(b)



Term 2: Lesson 3 THE SPLIT BETWEEN EAST AND WEST

Draw symbols in the spaces below to mark each event that is mentioned in the timeline.

Fully Alive 2 Workbook

| | |
|--|--|
| AD 27 Pentecost Day – The Holy Spirit comes to the apostles and friends of Jesus. The first Christian communities are founded. | |
| AD 64 Persecution of Christians begins under Emperor Nero. | |
| AD 311 Constantine becomes Roman Emperor. | |
| AD 313 Edict of Milan ends the persecution of Christians. Christianity becomes the official religion of the Roman Empire. | |
| AD 330 Constantine leaves Rome and goes to Byzantium in the East. The city is renamed Constantinople. Now there are two leaders: the Emperor in the East and the Pope in the West. For a long time the two agree and things go well. | |
| AD 1014 Pope inserts addition to the Creed. | |
| AD 1054 Pope and Patriarch of Constantinople expel each other from the Church – Great Schism occurs. | |
| AD 1204 Divisions become fixed when Western armies attack and destroy the city of Constantinople. | |



Term 2: Lesson 4 THE ORTHODOX CHURCH TODAY

Mark the following statements True (T) or False (F).

Fully Alive 2 Workbook

1. Orthodox Christians and Catholic Christians share many beliefs and practices. _____
2. Orthodox Christians and Catholic Christians both pray the *Our Father* and the *Apostles' Creed*. _____
3. Orthodox Christians do not accept any part of the Nicene Creed. _____
4. Orthodox Christians do not accept the addition to the Creed, made by the Pope in 1014. _____
5. Orthodox Christians celebrate only two sacraments. _____
6. Orthodox Christians do not celebrate Christmas. _____
7. Orthodox Christians honour Mary as 'Bearer of God' (or *Theotokos* in Greek). _____
8. Orthodox Christians and Catholic Christians both have men and women who become bishops, priests and deacons in the sacrament of Holy Orders. _____
9. Orthodox Christians respect the Pope and call him the 'first among equals'; but for them he is just one bishop among others and not the leader of the whole Church. _____
10. Orthodox Christians do not accept the decisions of the first seven Ecumenical Councils. _____

On the lines below, rewrite any of the statements that are false to make them true.



Term 2: Lesson 4 THE ORTHODOX CHURCH TODAY

Find the words listed below in the wordsearch.

Fully Alive 2
Workbook

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| H | T | P | W | J | S | K | M | P | F | U | D |
| D | Z | R | Y | A | E | A | E | W | P | M | Q |
| V | F | O | I | R | X | P | T | M | R | O | F |
| T | N | V | X | C | I | A | R | B | I | N | A |
| W | D | I | B | H | F | T | O | B | E | A | T |
| F | I | N | I | B | P | R | P | X | S | S | H |
| M | O | C | S | I | A | I | O | L | T | T | E |
| M | C | E | H | S | R | A | L | H | L | E | R |
| O | E | N | O | H | I | R | I | H | H | R | H |
| N | S | T | P | O | S | C | T | P | V | Y | L |
| K | E | V | P | P | H | H | A | F | W | M | T |
| O | D | E | A | C | O | N | N | N | H | O | C |

Metropolitan Archbishop Monastery Patriarch Province Diocese
Priest Parish Bishop Father Deacon Monk

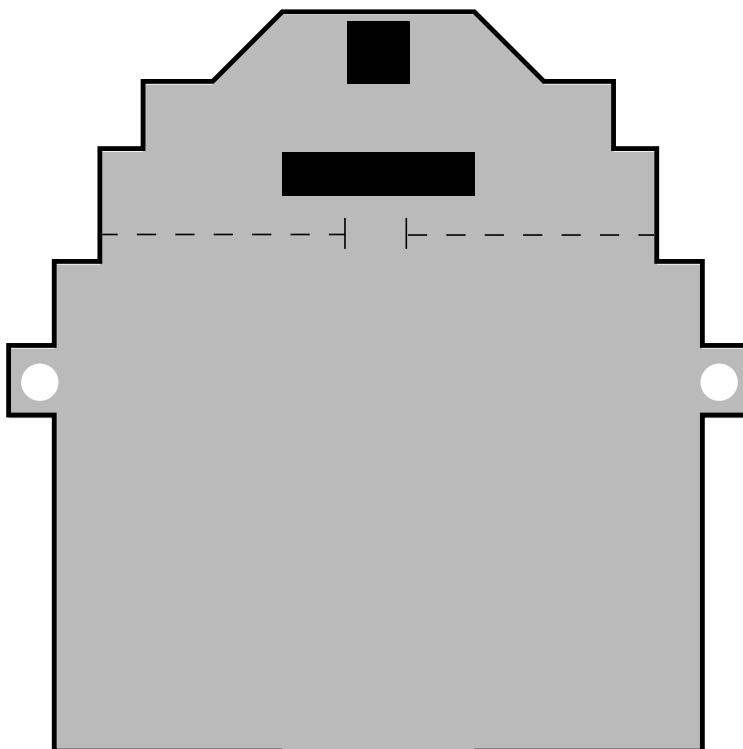


Term 2: Lesson 5 WORSHIP IN THE ORTHODOX CHURCH

Complete the following exercises.

Fully Alive 2 Workbook

1. Using page 100 of the Student Text, label the following ground plan of an Orthodox Church.



2. By what name do Orthodox Christians call their painted holy pictures? Give an example of one.

3. Describe how Orthodox Christians make the sign of the cross.

4. Name the sacraments celebrated by the Orthodox Church.



Term 2: Lesson 6 PROBLEMS IN WESTERN CHRISTIANITY

Imagine that you are Luther. On the scroll below, write a letter to the Pope, protesting against the sale of indulgences.

Fully Alive 2 Workbook

Dear Most Reverend and Holy Father,

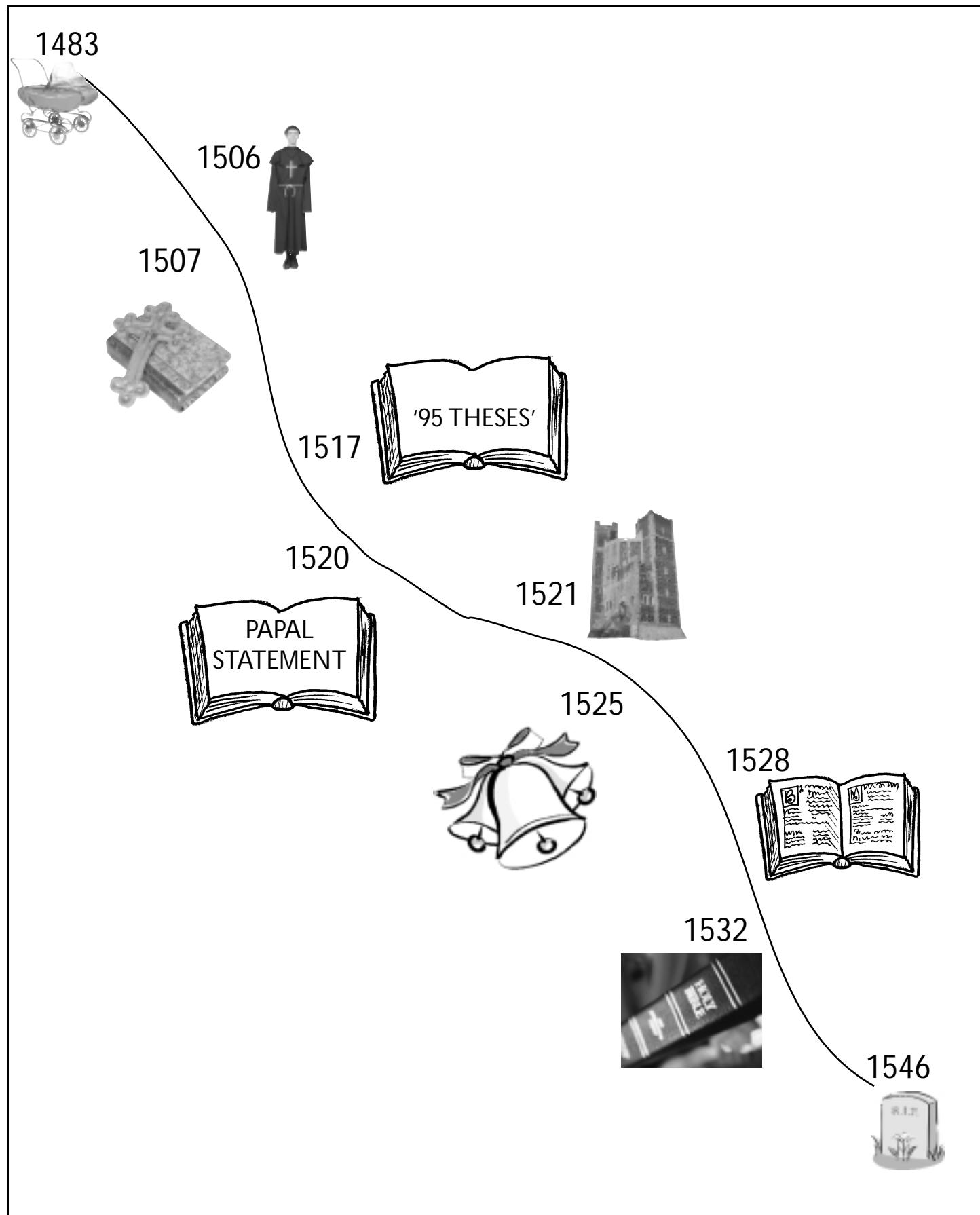
Wittenberg
Summer 1517



Term 2: Lesson 7 MARTIN LUTHER

Using page 105 of the Student Textbook, complete the timeline by writing in the events beside the dates/images.

Fully Alive 2 Workbook





Term 2: Lesson 8 LENT

Now your health check is over, complete your own prescription below. Write down three things that you will do during Lent that will help you to be a better Christian.

Fully Alive 2 Workbook



Three things I will do during Lent ...

1.

2.

3.



Term 2: Lesson 9 CHRISTIANITY TODAY

Using pages 110-111 of the Student Textbook, complete the following exercises.

Fully Alive 2 Workbook

Fill in, on the placard,
the three main branches
of Christianity.

CHRISTIANITY

Write down **four** beliefs that all Christians share.

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

Write down **one** belief that Christians do not share.

Colour in the following statement:

**CATHOLICS, REFORMED
AND ORTHODOX ARE
ALL CHRISTIANS.**



Term 2: Lesson 10 INTRODUCING THE ANGLICAN COMMUNION

Complete the following sentences using pages 112–114 of the Student Textbook.

Fully Alive 2 Workbook

1. The Church of Ireland is part of the _____.
2. The Anglican Communion is made up of Churches from many different _____ all over the world.
3. All these Churches are in communion with the _____ and with the _____.
4. The main authority in each part of the Anglican Communion is the _____, which includes bishops, clergy and _____.
5. In Ireland the _____ is Head of the Synod.
6. There are about _____ members of the Church of Ireland in Northern Ireland. It is the _____ largest Protestant denomination here.
7. The Church of Ireland ordains _____, _____ and _____.
8. Anglicans celebrate _____ sacraments. They are _____ and _____.



Term 2: Lesson 11 AN INTRODUCTION TO METHODISM

Using pages 116–119 of the Student Textbook, mark the following statements True (T) or False (F).

Fully Alive 2 Workbook

1. Methodism began under the leadership of John Wesley in the eighteenth century. _____
2. After John Wesley's death in 2004, Methodism separated from the Church of England. _____
3. There are just under 10,000 people in Northern Ireland who claim to be Methodist. _____
4. The governing body of Methodism in Ireland is the Conference. _____
5. The President leads the Conference and is elected for life. _____
6. The Conference consists of ministers and lay people. _____
7. The local Methodist Church is known as a society. _____
8. There are no ministers in the Methodist tradition. _____
9. Ministry is open to men only. _____
10. Methodists celebrate two sacraments: Baptism and Holy Communion. _____
11. Methodist belief may be summed up by what are called the 'Five Alls'. _____
12. Methodists usually celebrate the Lord's Supper at the morning service of the first Sunday of every month. _____

On the lines below, rewrite any of the statements that are false to make them true.



Term 2: Lesson 12 INTRODUCING PRESBYTERIANISM

Complete the following sentences using pages 120–123 of the Student Textbook.

Fully Alive 2 Workbook

Presbyterianism is based on the teaching of _____ in Geneva. This teaching was brought to Scotland by _____.

It came to _____ with the Scottish settlers of the seventeenth century and was formally established after the _____ rebellion.

There are approximately _____ Presbyterians in Northern Ireland, making it the _____ Protestant denomination here.

Presbyterians believe that everyone is _____ and that no one individual is given _____ over another.

The name Presbyterian comes from a Greek word meaning _____, _____ or _____.

There are two types of elder: _____ elders, who _____ people in the faith, and _____ elders or ministers, who celebrate the _____ and teach the _____ of God.

In the Presbyterian tradition, _____ is reserved for the teaching and ruling elders, who may be men or _____.

Presbyterians celebrate two sacraments: _____ and _____.

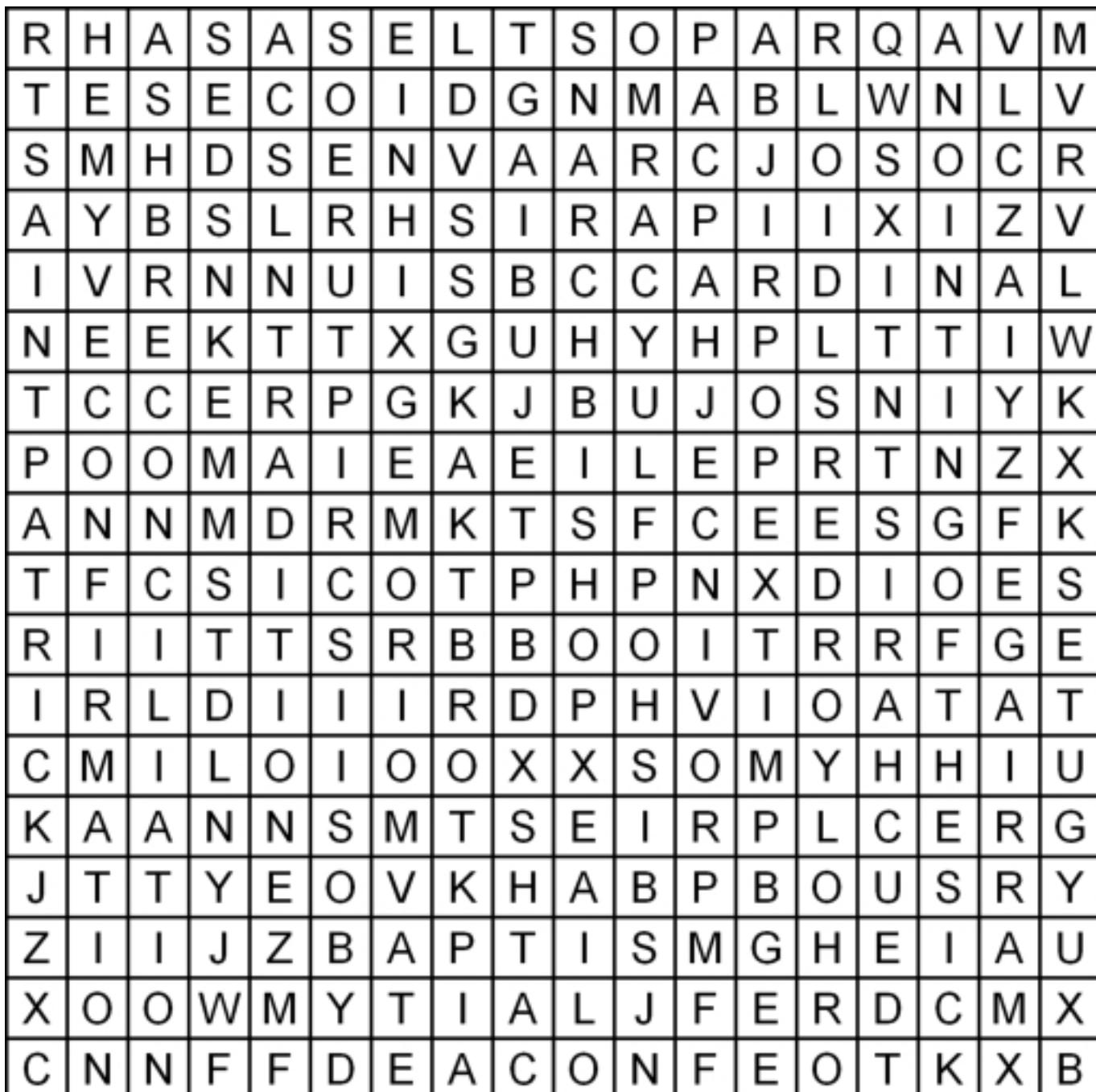
Presbyterians have a _____ service three or four times a year.



Term 2: Lesson 13 AN OVERVIEW OF CATHOLICISM

Find the words listed below in the wordsearch. Then, in your Religion journal, write sentences using these words.

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| | | | | | | |
|--------------|----------------|-----------------------|---------------|----------|-------------|-----------|
| Pope | Cardinal | Archbishop | Bishop | Priest | Deacon | Laity |
| Diocese | Province | Parish | Rome | Apostles | Baptism | Eucharist |
| Confirmation | Reconciliation | Anointing of the Sick | | | Holy Orders | |
| Marriage | Scripture | Tradition | Saint Patrick | | | |



**Fully Alive 2
Workbook**

**Term 2: Lessons 10-13 OVERVIEW OF THE FOUR MAIN
CHRISTIAN DENOMINATIONS**

Fill in the following chart to help you recall the main things you have learned about the four main Christian denominations in Northern Ireland.

| DENOMINATION | HISTORY/ NUMBERS | LEADERSHIP | MINISTRY |
|-------------------|---------------------|------------|----------|
| Catholic | | | |
| Church of Ireland | | | |
| Methodist | | | |
| Presbyterian | | | |

| WORD OF GOD/BIBLE | SACRAMENTS | SUNDAY SERVICE | FREQUENCY OF HOLY COMMUNION |
|------------------------------|-------------------|-----------------------|--|
| | | | |
| | | | |
| | | | |
| | | | |



Term 2: Lesson 14 ECUMENISM

On the lines below, describe one way that you can promote greater understanding and respect between Christians in your local area. This might include a description of a cross-community project that you have been involved in.

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Why is it important for Christians to work together to promote Christian unity?



Term 2: Lesson 15 LUKE THE EVANGELIST

Using pages 131–132 of the Student Textbook, complete the following Fact File on the Gospel according to Luke.

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FACT FILE: THE GOSPEL ACCORDING TO LUKE

| | |
|-----------------|--|
| Author | |
| Date | |
| Main point | |
| Target audience | |
| Sources | |
| Main divisions | |



Term 2: Lesson 16 BARTIMAEUS

Look up Luke, Chapter 18:35-43, and fill in the missing words in the story.

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When Jesus was coming close to _____, a blind man sat _____ beside the road. The man heard the crowd walking by and asked what was happening. Some people told him that _____ from _____ was passing by. So the blind man shouted, 'Jesus, Son of _____, have pity on me!' The people who were going along with Jesus told the man to _____ But he shouted even louder, 'Son of David, have _____ on me!' Jesus _____ and told some people to bring the blind man over to him. When the blind man was getting near, Jesus asked, 'What do you want me to do for you?' '_____, _____, _____!' he answered. Jesus replied, 'Look and you will see! Your eyes are healed because of your _____. Straight away the man could see, and he went with Jesus and started _____ God. When the crowds saw what happened, they _____ God.



Term 2: Lesson 17 JESUS HEALS A BOY

Imagine you are the boy's father. In the space below, write your diary entry for that day. Use the starter sentences that are given here.

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Today started like any other day...

My only son, Timothy, has had a condition since he was a baby...

I heard that Jesus of Nazareth and his disciples were in the area...

I begged the disciples of Jesus to look at Timothy...

Then I saw Jesus...

Jesus lifted Timothy up...



Term 2: Lesson 18 CALMING THE STORM

Complete the following exercises.

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1. Using page 139 of the Student Text, fill in the missing words in the story.

One day, _____ and his disciples got into a _____, and he said, 'Let's cross the _____.' They started out, and while they were _____ across, he went to _____. Suddenly a _____ struck the lake, and the boat started _____. They were in danger. So they went to Jesus and _____ him up, 'Master, Master! We are about to _____!' Jesus got up and ordered the _____ and the _____ to stop. They obeyed, and everything was _____. Then Jesus asked the _____, 'Don't you have any _____?' But they were _____ and _____. They said to each other, 'Who is this? He can give _____ to the wind and the waves, and they _____ him!'

2. On the lines below, write down the name(s) and telephone number(s) or website address for organisations or agencies in your area that offer help to people who are experiencing difficulties in their lives.



Term 2: Lesson 19 TRUSTING IN JESUS

Imagine you are Jairus. In the columns below, write up your own report of what Jesus has done for you and your family.

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Workbook

THE GALILEAN TIMES

DON'T BE AFRAID, JUST BELIEVE

by Jairus, the synagogue leader

| | |
|--|--|
| | |
|--|--|



Term 2: Lesson 20 MIRACLES – THE SPECIAL ACTIONS OF JESUS

Complete the table by giving an example of each type of miracle, and then finish the sentence below.

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| TYPE OF MIRACLE | EXAMPLE |
|-----------------------|---|
| Healing | A black and white illustration of Jesus standing next to a man who is holding his arm. The man appears to be in pain or discomfort. |
| Expelling demons | A black and white illustration of a person's face with a hand reaching in to perform a gesture, possibly exorcism. |
| Nature | A black and white illustration of a small boat on a body of water with Jesus walking on the surface. |
| Raising from the dead | A black and white illustration of a man lying in a casket, with Jesus standing beside him. |

The miracles of Jesus teach us about



Term 3: Lesson 1 THE EMPTY TOMB

Write in the spaces provided the reasons why the suggested action is likely or unlikely to have happened. The first has been done for you.

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| ACTION | Likely | Unlikely |
|--|---|--|
| The women went to the wrong tomb. | <i>The women were in shock and confused. They did not know Jerusalem well and could easily have got lost.</i> | <i>The women witnessed the burial of Jesus. This was something they were not likely to forget.</i> |
| The women/ disciples stole/hid the body of Jesus. | | |
| The Jewish religious authorities stole/hid the body of Jesus. | | |
| Jesus rose from the dead. | | |



Term 3: Lesson 2 EMMAUS

Using page 156 of the Student Textbook, write in what happens at each stage of the Emmaus story and at each stage of the Eucharist.

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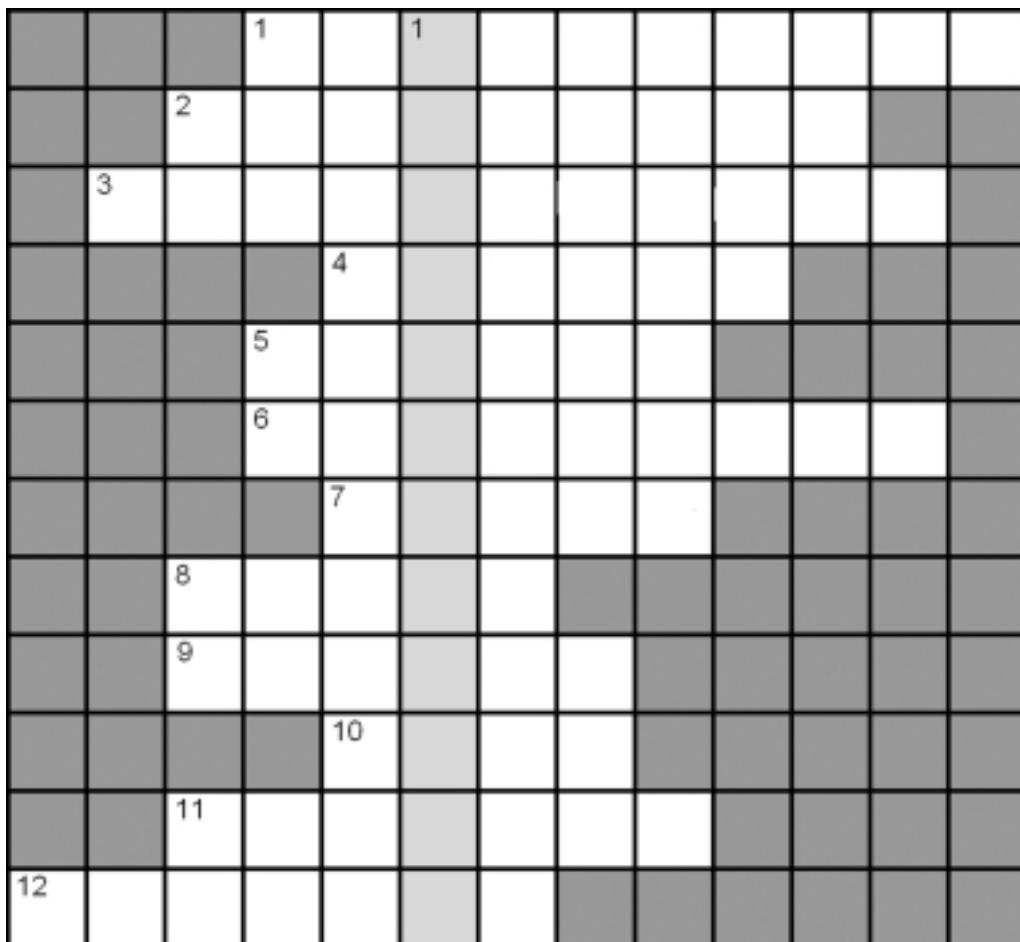
| THE EMMAUS STORY | THE EUCHARIST |
|--|----------------------------------|
| On the road to Emmaus | The Liturgy of the Word |
| At table in Emmaus | The Liturgy of the Eucharist |
| Jesus speaks a prayer | The Eucharistic Prayer |
| Jesus offers the food to his friends | The Rite of Communion |
| The friends go back to Jerusalem | Blessing and Sending Out |



Term 3: Lesson 3 THE FINAL APPEARANCES OF THE RISEN JESUS

Using the clues below, complete the word puzzle and reveal the mystery word at 1 down.

Fully Alive 2 Workbook



Across

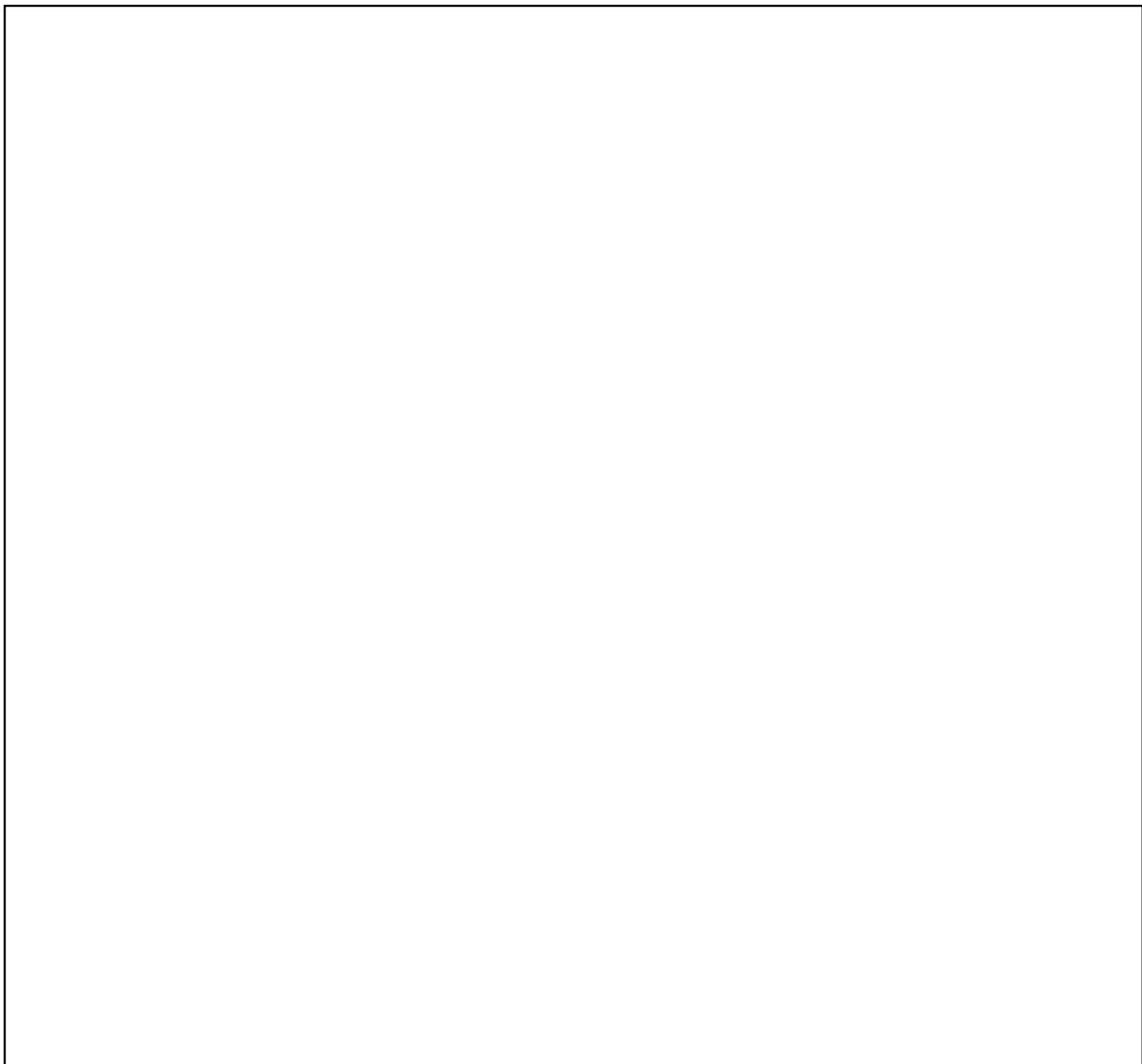
1. Jesus explained the meaning of these to his apostles and friends. (10)
2. Name given to the event where Jesus returns to his Father in heaven. (9)
3. Word to describe the Risen Jesus. (11)
4. Name of the day on which the women discovered the tomb was empty. (6)
5. Word to describe the apostles' reaction when Jesus first appeared to them in the room. (6)
6. Name of city that Jesus told his apostles and friends to go to after his ascension. (9)
7. Jesus appeared to this apostle on the road and forgave him for his denial. (5)
8. In order to reassure his apostles and friends, Jesus invited them to do this to his hands and feet. (5)
9. Name given to this Church season. (6)
10. Food that Jesus ate to reassure his friends that he was not a ghost. (4)
11. The Risen Jesus appeared to this person and his companion on the road to Emmaus. (7)
12. Name of place where the ascension of Jesus took place. (7)

Mystery word at 1 down is: _____



Term 3: Lesson 4 PENTECOST AND THE GIFT OF THE HOLY SPIRIT

In the space below, paste a picture(s) of someone showing one of the gifts of the Holy Spirit. You can choose from: love, kindness, joy, peace, patience, goodness, gentleness, trustfulness and self-control. Write a few words on the lines below the frame to explain your picture.

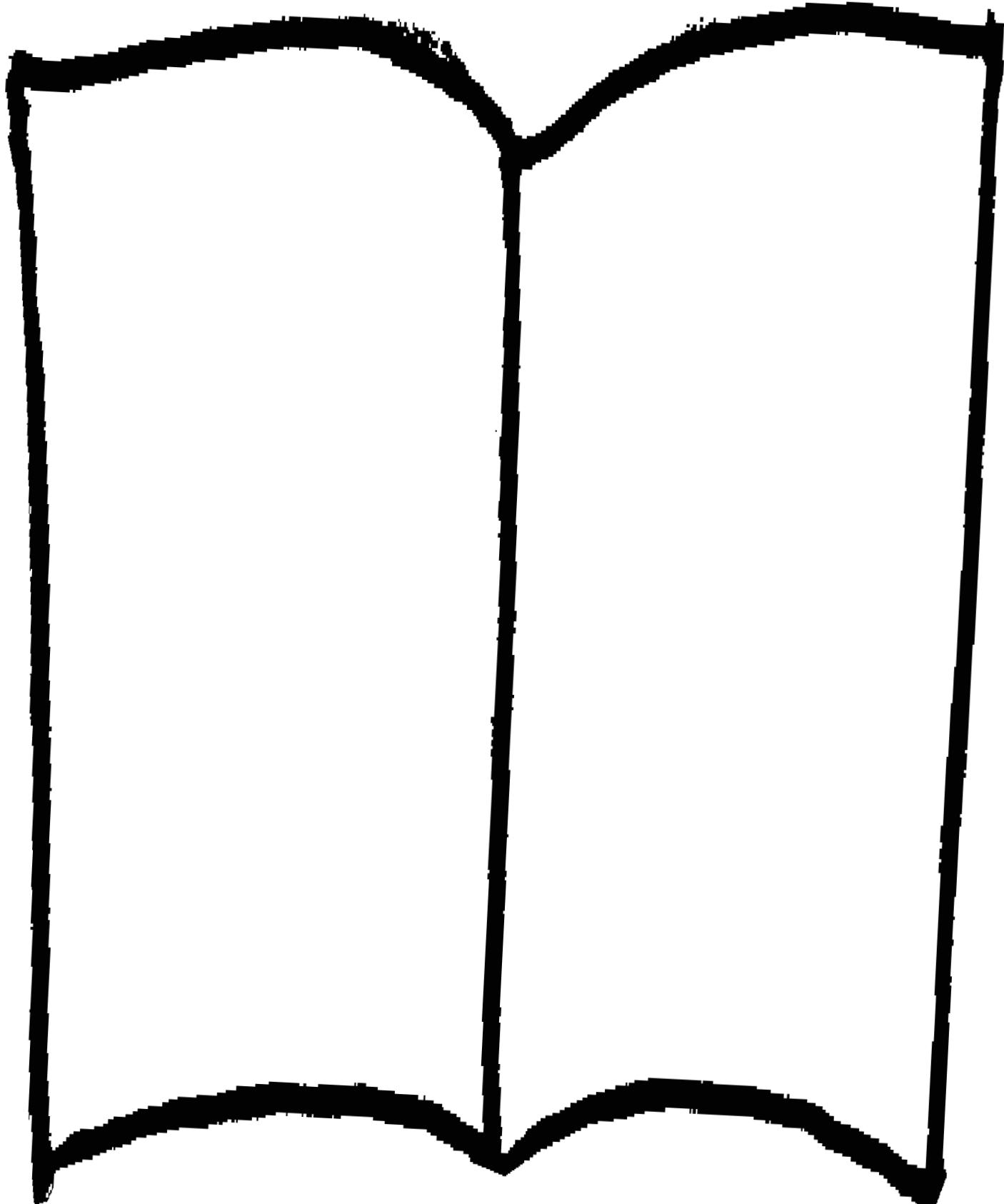




Term 3: Lesson 5 L'ARCHE COMMUNITIES

Create an information leaflet on L'Arche communities, using the outline given below.

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Workbook





Term 3: Lesson 6 OUR GIFTS AND OUR LIMITS

In the space below, draw a picture to represent you using your favourite personal gift. Add in some words or phrases to describe what this gift means to you. Then colour in the statement that appears under the frame.

**THANK YOU, GOD, FOR THE
GIFTS YOU HAVE GIVEN TO ME.**



Term 3: Lesson 7 A SPECIAL CELEBRATION OF LOVE AND HOPE

Draw lines to match the part of the sacrament of Anointing of the Sick with its correct description.

Fully Alive 2 Workbook

| | | |
|--|---|---|
| | Greeting | The priest dips his finger into the oil and makes the sign of the cross on the person's forehead and hands. |
| | Sorrow for Sin | The priest leads all present in prayer for the person who is sick. After all say the Lord's Prayer, the priest may give Holy Communion. The priest then says a final prayer and gives a blessing. |
| | The Word of God | The priest greets everyone. He may sprinkle some holy water as a reminder of Baptism and give a blessing. |
| | Litany (Prayers of Intercession) | The priest says a prayer of thanks for the oil of the sick. If there is no blessed oil available, the priest will bless some olive oil. |
| | Laying on of Hands | This could be a story from one of the Gospels recalling Jesus healing someone who was sick. |
| | Blessing and prayer over the oil | Those present recall God's mercy and forgiveness for our sins. |
| | Anointing | In silence, the priest lays his hands on the head of the person who is sick. |
| | Prayer after the anointing, the Lord's Prayer and final blessing | These prayers are for the person who is sick and for all those who take care of the sick. |



Term 3: Lesson 8 JUDAISM – BEGINNINGS, BELIEFS AND KEY FIGURES

Complete the two passports below for Abraham and Moses.

Fully Alive 2 Workbook

PASSPORT



Name:

Born:

Family:

RECORD OF TRAVEL

Travelled from Ur to

Travelled from Haran to

PASSPORT



Name:

Born:

Family:

RECORD OF TRAVEL

Travelled from Egypt to

Travelled from Mount Sinai to



Term 3: Lesson 9 JEWISH WORSHIP, PRAYER, SYMBOLS AND SACRED WRITINGS

Find the words printed below in the wordsearch. Make up sentences using each of these words and copy them into your Religion journal.

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Workbook

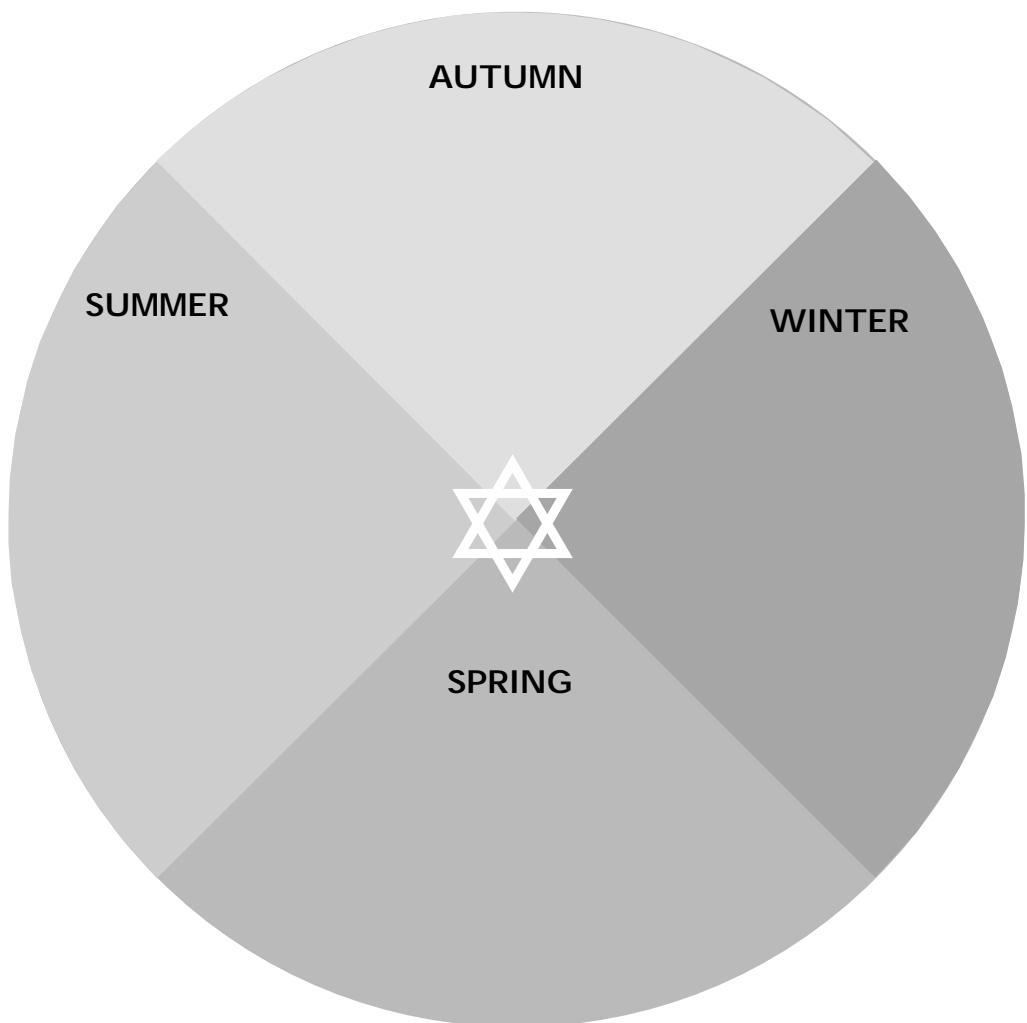
| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | Y | C | R | B | E | K | E | T | E | F | I | L | L | I | N |
| Y | I | Y | N | P | S | I | D | D | U | R | T | L | O | E | W |
| M | A | H | E | W | H | A | Y | E | L | P | M | E | T | I | Y |
| L | P | R | O | P | H | E | T | S | A | D | O | N | A | I | E |
| W | S | H | E | M | A | Q | J | E | R | U | S | A | L | E | M |
| A | Y | A | X | H | L | K | W | R | I | T | I | N | G | S | C |
| H | N | F | R | C | L | H | N | Q | H | E | B | R | E | W | S |
| S | A | S | Q | U | S | A | H | O | R | T | H | O | D | O | X |
| R | G | P | K | E | A | R | A | G | J | H | A | R | O | T | T |
| E | O | M | P | T | B | O | L | H | E | Q | Q | M | I | B | A |
| Y | G | E | B | A | B | N | A | A | N | X | P | S | R | H | L |
| A | U | Z | O | T | A | E | D | P | O | V | B | X | P | K | M |
| R | E | U | O | N | T | M | V | P | V | G | E | X | Q | A | U |
| P | G | Z | H | E | H | X | A | I | R | O | H | L | B | N | D |
| U | R | A | Q | P | I | N | H | K | R | A | B | B | I | A | M |
| A | C | H | D | E | M | R | O | F | E | R | F | M | Z | T | C |

| | | | | | | |
|---------|----------|-----------|--------------|----------|------------|-----------|
| Shema | Tefillin | Mezuzah | Prayer Shawl | Kippah | Yahweh | Adonai |
| Menorah | Temple | Synagogue | Rabbi | Siddur | Sabbath | Jerusalem |
| Hebrew | Havdalah | Torah | Tanakh | Talmud | Pentateuch | Prophets |
| | | Writings | Orthodox | Reformed | | |



Term 3: Lesson 10 FEASTS, FESTIVALS AND FOOD IN THE JEWISH TRADITION

Using page 181 of the Student Textbook, complete the diagram below by filling in the correct names of the various Jewish festivals. Then choose one of these festivals and, on the lines below, explain what it celebrates/remembers.





Term 3: Lesson 11 JUDAISM – FROM BIRTH TO DEATH

On the lines below, write a letter to your friend describing *one* of the following Jewish ceremonies:

(a) Brit Milah, (b) Bar Mitzvah/Bath Mitzvah, (c) Jewish marriage.

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Workbook



Term 1: Lesson 13 CARING FOR THE EARTH: LOOKING TO THE FUTURE

REFEREE QUESTIONS FOR THE ENVIRONMENT GAME (1)

Fully Alive 2 Workbook

1. In which book of the Bible do we find the story of God creating the world?
(a) Exodus
(b) Genesis
(c) Deuteronomy
Answer (b)

2. In the story of God creating the world, what did God create on the fifth day?
(a) The plants and the sea
(b) The birds and the fish
(c) The sun, the moon and the stars
Answer (b)

3. How many years does it take for a plastic bag to decay?
(a) 1 year
(b) 100 years
(c) 500 years
Answer (c)

4. Why should we take a shower more often than we take a long hot soak in the bath?
(a) Because a shower uses only half the hot water needed for a bath.
(b) Because a shower uses only two-fifths of the hot water needed for a bath.
(c) Because a shower uses only one quarter of the hot water needed for a bath.
Answer (b)

5. In environment education, what do the Three 'R's stand for?
(a) Reduce, reuse and recycle
(b) Rethink, revise and reorder
(c) Rethink, restore and respect
Answer (a)

6. Why should motorists use unleaded petrol?
(a) Lead damages the car engine in the long term.
(b) Lead levels need to rise to protect the environment.
(c) Lead gets stuck in the grass and in animals that eat it.
Answer (c)

7. What percentage of household waste is packaging?
(a) Over eighty per cent
(b) Over thirty per cent
(c) Over fifty per cent
Answer (a)



Term 1: Lesson 13 CARING FOR THE EARTH: LOOKING TO THE FUTURE

REFEREE QUESTIONS FOR THE ENVIRONMENT GAME (2)

Fully Alive 2 Workbook

8. Approximately how many trees worth of paper does one person use per year?
 - (a) Ten trees
 - (b) One tree
 - (c) Two trees

Answer (c)

9. Give two reasons why we should use rechargeable batteries instead of alkaline batteries.
Note: The Referee should accept answers that come near to the following suggestions. However, players may not move forward if they do not give two answers.
 - (a) They are less expensive to run.
 - (b) They are less harmful to the environment.
 - (c) They last longer.

10. Give two reasons why we should use long-life bulbs in our homes.
Note: The Referee should accept answers that come near to the following suggestions. However, players may not move forward if they do not give two answers.
 - (a) They use less energy than ordinary bulbs.
 - (b) They are less expensive to run.
 - (c) They last longer.

11. The first glass was made about 5,000 years ago. By whom was it made?
 - (a) The Romans
 - (b) The Greeks
 - (c) The Egyptians

Answer (c)

12. An average person throws away 74 kilograms of organic waste each year. How many banana skins would it take to make up 74 kilograms?
 - (a) 177 banana skins
 - (b) 1,077 banana skins
 - (c) 10,077 banana skins

Answer (b)

13. Across the world, how many plastic carrier bags are used each week?
 - (a) 50 million
 - (b) 100 million
 - (c) 150 million

Answer (c)



Term 1: Lesson 13 CARING FOR THE EARTH: LOOKING TO THE FUTURE

REFEREE QUESTIONS FOR THE ENVIRONMENT GAME (3)

Fully Alive 2 Workbook

14. A recycled aluminium drinks can saves enough energy to run a television for how many hours?
 - (a) 2 hours
 - (b) 3 hours
 - (c) 5 hours

Answer (b)
15. How many double-decker buses could you fill with the amount of waste paper thrown away each year?
 - (a) 1,348 double-decker buses
 - (b) 10,348 double-decker buses
 - (c) 103,448 double-decker buses

Answer (c)
16. How many disposable nappies are thrown away each year?
 - (a) 1 billion
 - (b) 3 billion
 - (c) 5 billion

Answer (b)
17. How much water does each flush of the toilet use?
 - (a) 5–10 litres
 - (b) 9–14 litres
 - (c) 15–20 litres

Answer (c)
18. About how many tonnes of junk mail and magazines are thrown in the bin every year?
 - (a) 1 million tonnes
 - (b) 2 million tonnes
 - (c) 4 million tonnes

Answer (a)
19. What could be completely covered with the amount of rubbish we throw away each year in Northern Ireland?
 - (a) All of Belfast
 - (b) All of Counties Antrim and Down
 - (c) The entire country

Answer (c)
20. Who is the Patron Saint of Ecology?
 - (a) St Francis of Assisi
 - (b) St Kevin of Glendalough
 - (c) St Ignatius of Loyola

Answer (a)