



**Fully Alive 1
Workbook**

Term 1: Lesson 1 NEW BEGINNINGS

Below are some comments made by a group of Year 8 students when they were asked to write about their first day at post-primary school. In the speech box provided, write your own statement about how you felt on your first day. Then answer the other questions.

'I felt grown-up.'

'I was really nervous.'

'I was wondering if I would make any new friends.'



A large, empty speech bubble shape for writing a personal statement.

What things did you look forward to most of all?

Four horizontal lines for writing an answer.

What caused you most worry or fear?

Four horizontal lines for writing an answer.



Term 1: Lesson 1 NEW BEGINNINGS

Think back to your first day at post-primary school. Then complete the following exercises.

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What helped you to settle in on your first day?



How could you help someone in your class who is finding it difficult to settle in?

In the space below, describe what your first day in your new school was like. You may write a story, a poem, a song or rap, or draw a picture.



Term 1: Lesson 2 SETTLING IN

Complete the following fact-file on your school.

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M

My new school is called

Y

The principal's name is

N

The chaplain's name is

E

W

The head of Year 8 is

S

My form teacher's name is

C

The name or number of my class is

H

O

The number of students in my class is

O

The total number of students in the school is

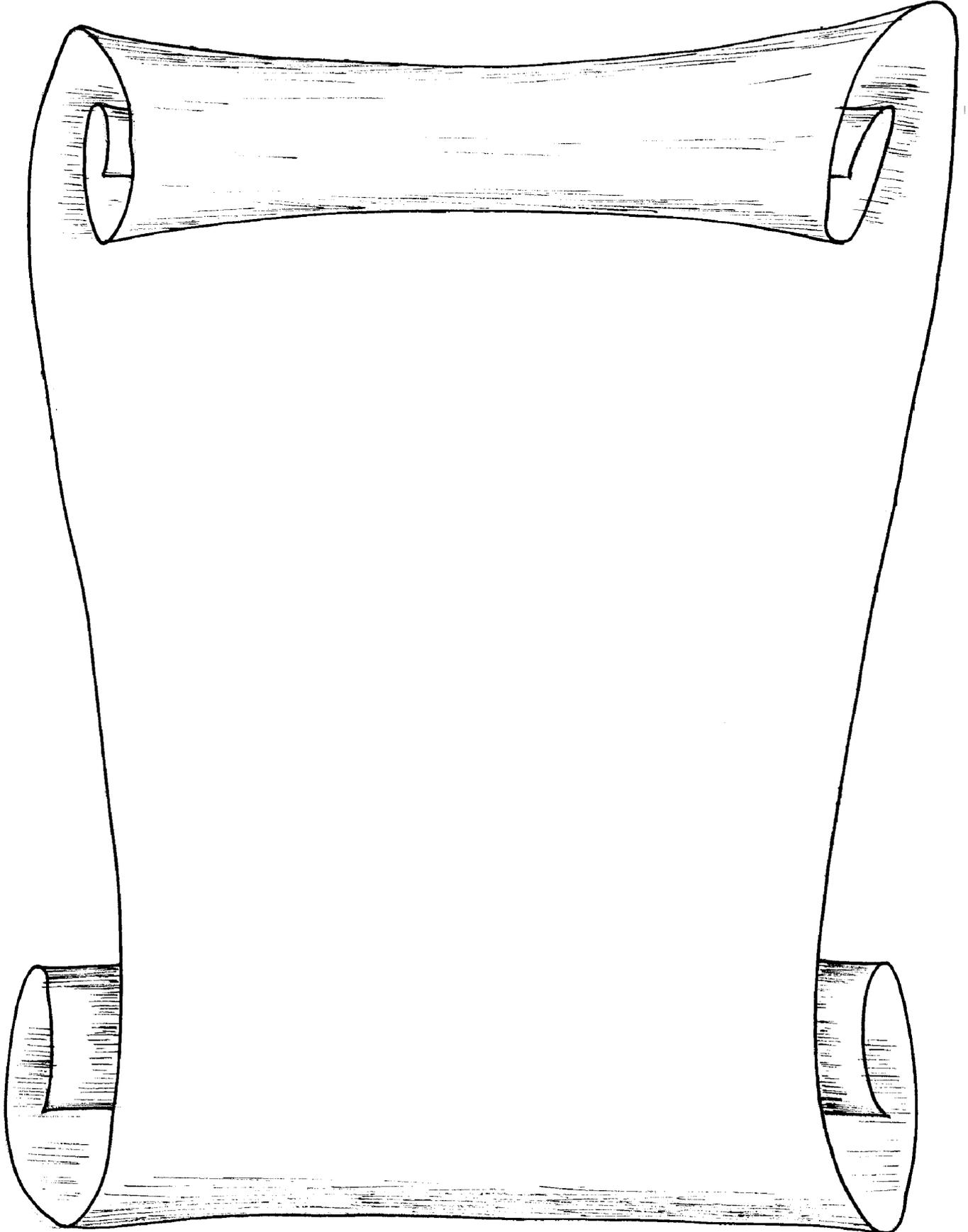
L



Term 1: Lesson 4 BECOMING A CLASS

Help your teacher to prepare a Class Charter for display in your classroom. Pick **ten** things that you think are most important for your class. For example, we listen, we share, we help each other, no shouting, no teasing, and so on. Write these on the scroll below.

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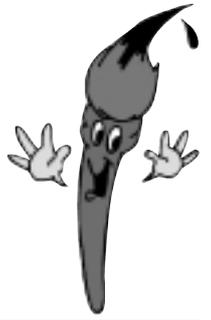


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Term 1: Lesson 5 YOU ARE SPECIAL

Using paint, make a handprint in the space below.
Alternatively, use a marker to draw an outline of your hand.
Choose your favourite scripture quotation from page 17 of
the Student Text.

Write this quotation in your handprint.



A large empty rectangular box for the student to complete the activity.



Term 1: Lesson 6 WE LEARN, WE GROW

In the space below, draw a picture of a story that you learned about Jesus when you were in primary school. Put the title of the story over your picture. Then answer the questions.

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Large empty rectangular box for drawing and writing.

What did you learn from this story?

What does this story tell us about what it means to be a follower of Jesus?



Term 1: Lesson 7 THE BIBLE

Answer the following questions.

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1. What does the word 'Bible' mean?

2. What do Christians believe that the Bible contains?

3. Explain what is meant by the term 'Revelation'.

4. Explain what is meant by the term 'Inspiration'.

5. What *other* name do we use to describe the Bible?

6. Over how many years was the Bible written?

7. Name some of the people who wrote the Bible.

Make your own Bible acrostic. An example has been done for you.

Bible is from the Greek word 'biblia', meaning books

I

B

L

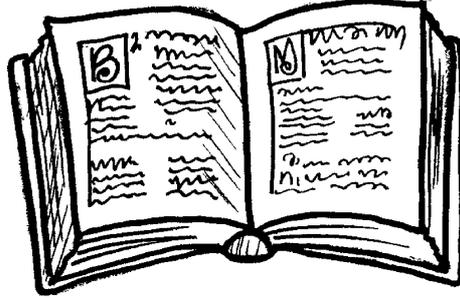
E



Term 1: Lesson 8 THE OLD TESTAMENT

Answer the following questions.

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1. The Bible is in two parts. What is the name given to the first part of the Bible?

2. The first part of the Bible is divided into four main sections. Name these four sections.

3. What are the titles of the five books in the Pentateuch?

4. Name two prophets, other than Isaiah and Jeremiah.

5. Name three books in the Old Testament that are called after women.

6. The book of Job can be found in which of the four sections?

7. How many books are there in the Old Testament?

8. What is the title of the first book in the Bible?

9. In what language was the Old Testament written?



Term 1: Lesson 8 THE OLD TESTAMENT

Find the words listed at the bottom of the page.

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

AMOS DANIEL DEUTERONOMY ESTHER EXODUS GENESIS
HEBREW ISAIAH JEREMIAH JOB LEVITICUS NUMBERS
PENTATEUCH PROVERBS PSALMS RUTH



Term 1: Lesson 8 THE OLD TESTAMENT

The Dead Sea Scrolls

Circle the correct answer.

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1. The Dead Sea Scrolls were discovered between
 - (a) 1947 and 1956
 - (b) 2000 and 2003
 - (c) 1800 and 1856

2. They were found in caves along the shore of the
 - (a) Red Sea
 - (b) Green Sea
 - (c) Dead Sea

3. The scrolls were found in
 - (a) Jam jars
 - (b) Pottery jars
 - (c) Steel jars

4. The scrolls contain
 - (a) Parts of the Old Testament (Hebrew Scriptures)
 - (b) Parts of the New Testament (Christian Scriptures)
 - (c) Parts of the Qur'an

5. The scrolls are important to
 - (a) All shepherd boys and their goats
 - (b) Pottery-jar makers world-wide
 - (c) Scholars who wish to study early versions of the Bible

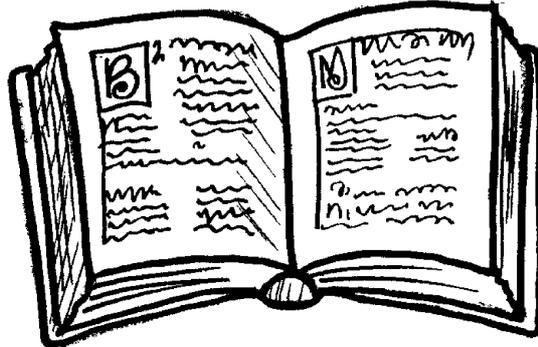
For more information go to: www.centuryone.com/25dssfacts.html



Term 1: Lesson 9 THE NEW TESTAMENT

Answer the following questions.

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1. The second part of the Bible is known as the New Testament. It is divided into four main sections. Name them.

2. How many books are there in the New Testament?

3. What name describes the writers of the four Gospels?

4. Which New Testament book tells us about the first people to belong to the Christian Church?

5. Name *three* writers other than Paul whose letters are found in the New Testament.

6. By what other name is the book of Revelation sometimes known?

7. What is the title of the last book in the Bible?

8. In what language was the New Testament written?



Term 1: Lesson 9 THE NEW TESTAMENT

Find the words listed at the bottom of the page.

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

ACTS APOCALYPSE COLOSSIANS CORINTHIANS GALATIANS
GOSPELS JOHN LUKE MARK MATTHEW
PAUL PETER REVELATION ROMANS LETTERS



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Term 1: Lesson 10 USING THE BIBLE

Write in the meaning of each of the Bible references.

The first has been done to help you.

Choose two further references of your own and write them in the spaces provided.

Bible Reference	Meaning
Leviticus 8:14	The book of Leviticus, chapter 8, verse 14
Deuteronomy 32:7	
Ruth 3:15	
Daniel 10:2	
Matthew 26:5	
Luke 8:10	
1 Thessalonians 4:9	
2 Peter 2:12	



Term 1: Lesson 10 USING THE BIBLE

Look up the following Bible references and write in the correct verse.

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Bible Reference	Verse
Exodus 7:14	
Psalm 36:7	
Isaiah 9:2	
Mark 14:6	
1 Corinthians 13:4	
Revelation 9:1	
John 2:11	



Term 1: Lesson 10 USING THE BIBLE

Find the answers to these questions by looking up the Bible references.

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1. What did God tell Moses to do? (Exodus 3:5)

2. How many sons and daughters did Job have? (Job 1:2)

3. Where did Jonah spend three days and three nights? (Jonah 1:17)

4. Whom did Jesus cure? (Mark 10:46-52)

5. Whose house did Jesus intend to visit? (Luke 19:5)

6. Name the person to whom the Acts of the Apostles was addressed. (Acts 1:1)

7. Where did St Paul leave Titus and what instruction did he give him? (Titus 1:5)





Term 1: Lesson 11 THE WORD OF GOD THROUGH THE AGES

Use the wordbank below to help you complete the following sentences.

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Bible stories were first written on _____.

Three hundred years before Christ, the Jewish scriptures were written on pages made from _____.

Papyrus was a reed that grew in _____.

When the papyrus scrolls became worn, they were placed in _____ and hidden or buried.

By the sixth century, _____ were making handwritten copies of the _____.

The monks wrote on pages made from _____ (sheep skin) or _____ (calf skin).

The _____ is one example of a handwritten text from the sixth century.

In 1450 _____ printed the whole Bible for the first time.

Today, the Bible is the world's best-selling book. It has been translated into about _____ different languages.

WORDBANK

Book of Kells Parchment Two thousand Bible Egypt Jars
Vellum Clay tablets Johann Gutenberg Papyrus Monks



Term 1: Lesson 12 GOD WITH ABRAHAM AND SARAH; GOD WITH US

Complete the following exercises.

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1. Fill in the missing words in this paragraph:

The Bible tells of the first agreement between _____ and people. This was an agreement made between God and a man named _____ and his wife _____. It happened nearly _____ thousand years ago. There were two _____ to the agreement. God _____ to look after Abram and his family. In return, Abram and his family promised to _____ God and to do what God asked. Another word for this agreement is the _____.

2. What are the three most important relationships in your life at present? Write down the names of the people involved.

3. Circle the words or phrases that describe the qualities you consider essential for a good relationship:

Good humour Honesty Talk every day Well-dressed
Reliability Cool hairstyle Faithfulness Good looking
Patience Trendy Understanding Good listener
Witty Sincere Rich Trustworthy Loving Exciting
Confident Generous Supportive Good figure

4. Why do you consider these qualities essential for a good relationship?



Term 1: Lesson 12 GOD WITH ABRAHAM AND SARAH; GOD WITH US

Complete the following questionnaire on your relationship with God. Circle the answers that apply to you, or add your own, and fill in the missing information.

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1. What helps me most to feel close to God is...
 - a) nature
 - b) people that I meet
 - c) special times, e.g. a wedding or a Baptism
 - d) the time that I take to be on my own
 - e) other (*choose your own and write it here*) _____

2. A person who has helped my relationship with God is...
 - a) parent
 - b) teacher
 - c) grandparent
 - d) other (*choose your own and write it here*) _____

3. I talk to God...
 - a) only when I'm in trouble or I need something
 - b) mainly at night
 - c) early in the morning
 - d) when I think of it
 - e) when I go to church
 - f) with my family
 - g) other (*choose your own and write it here*) _____

4. God's love for me is something that I
 - a) can feel all the time
 - b) think of sometimes
 - c) am not sure about sometimes

5. My favourite prayer is _____

6. A song that makes me feel close to God is _____

7. I feel close to God in my family when _____

8. I feel close to God in my classroom when _____

9. I feel close to God with my friends when _____



Term 1: Lesson 13 STAGES IN THE WRITING OF THE GOSPELS

In the boxes below, describe the three stages in the writing of the Gospels.

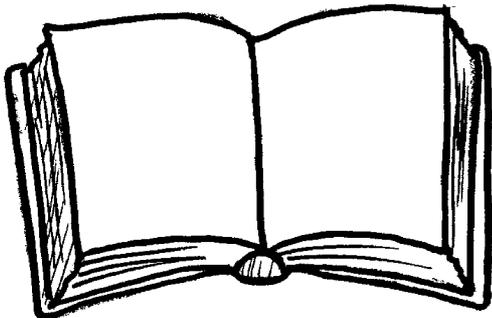
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STAGE 1



STAGE 2



STAGE 3

Give **three** reasons why the evangelists decided to write down the stories of Jesus.



Term 1: Lesson 14 THE EVANGELISTS

Fill in the blanks using the wordbank at the bottom of the page.

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There are _____ Gospels.

They were written by _____, _____, _____ and _____.

These people are known as the four _____.

Mark's Gospel was written between AD _____ and AD _____.

Mark was writing for Greek-speaking _____ living in Rome.

The Gospels according to Matthew and Luke were written between AD _____ and AD _____.

Matthew was writing for _____ who became Christians.

Luke was writing for Gentiles who had become _____.

The Gospel according to John was the _____ Gospel to be written.

The Gospel according to John was written between AD _____ and AD _____.

The evangelists wrote at different times and for different _____.

The evangelists based what they wrote about Jesus on _____ information.

WORDBANK

Communities Matthew Gentiles 90 100 Four Eyewitness Mark
65 75 Christians John Evangelists 80 90 Last Luke Jews



Term 1: Lesson 16 REMEMBERING OUR BAPTISM

Complete the following exercises

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1. Fill in the three missing main moments of the Rite of Baptism for Children. Then number them in the correct order.

Welcome at the door _____

Preparing for Baptism _____

After the Baptism _____

2. Choose one of the main moments of the Rite of Baptism for Children and explain what is said and what is done during it.

3. Can you work out what the priest is saying?

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

9		2	1	16	20	9	19	5		25	15	21		9	14		20	8	5

14	1	13	5		15	6		20	8	5		6	1	20	8	5	18			

1	14	4			15	6		20	8	5			19	15	14			1	14	4

15	6		20	8	5		8	15	12	25			19	16	9	18	9	20		



Term 1: Lesson 17 THE MEANING OF BAPTISM

Complete the following exercises.

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1. Fill in the missing words using the wordbank below.

At Baptism we become followers of _____.

Through Baptism we become members of the _____ and part of the _____.

At Baptism we receive the Gift of the _____.

The Holy Spirit helps us to _____ like Jesus.

Most Catholics are baptised as _____.

Some people, however, are baptised and become Catholics when they are _____.

All _____ are baptised. This includes Christians who are _____, Methodist, _____ and Roman Catholic.

WORDBANK

Church of Ireland live Holy Spirit Jesus adults Christians
Body of Christ Presbyterian babies Church

2. Write a paragraph explaining what it means to you to be a member of the Church.

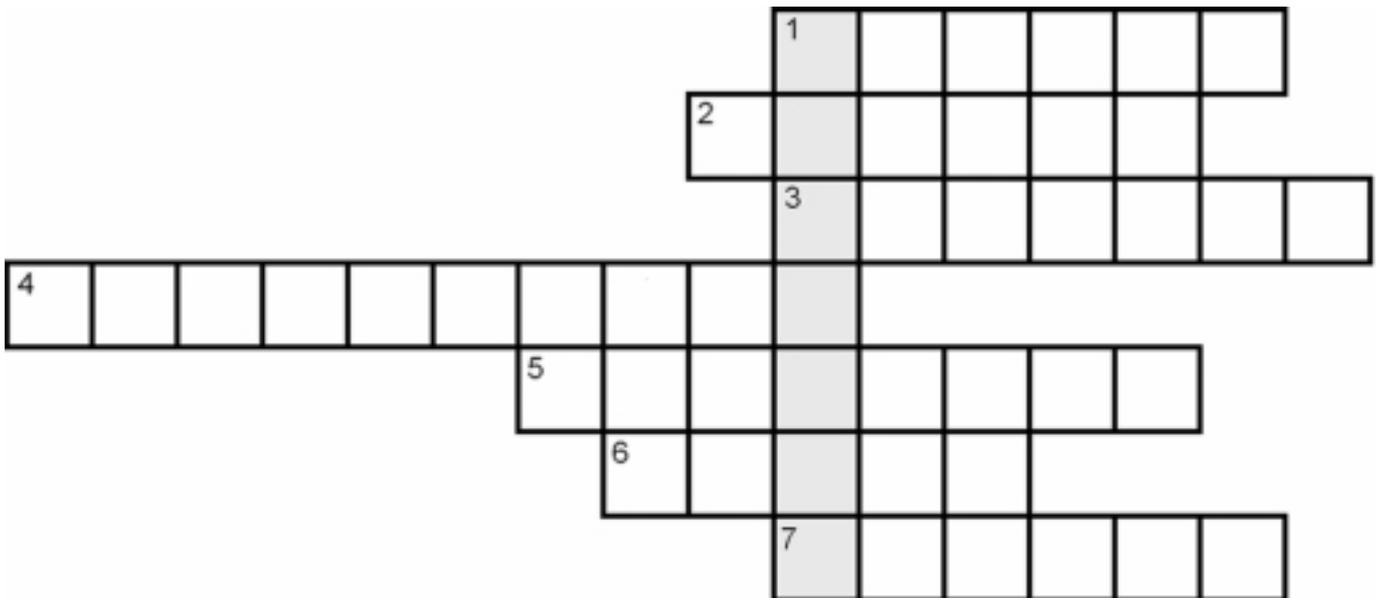
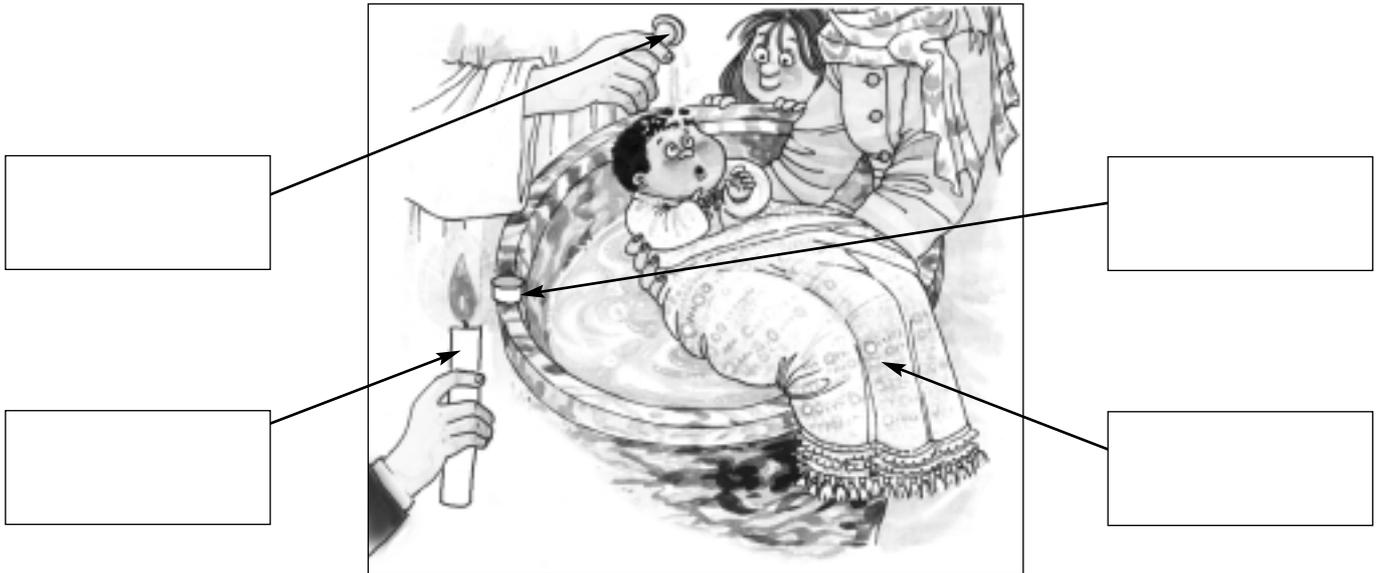


Term 1: Lesson 18 THINGS USED IN BAPTISM

Fill in the names of the things we use in Baptism.

Then complete the word puzzle and reveal the mystery word at 1 Down.

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Across

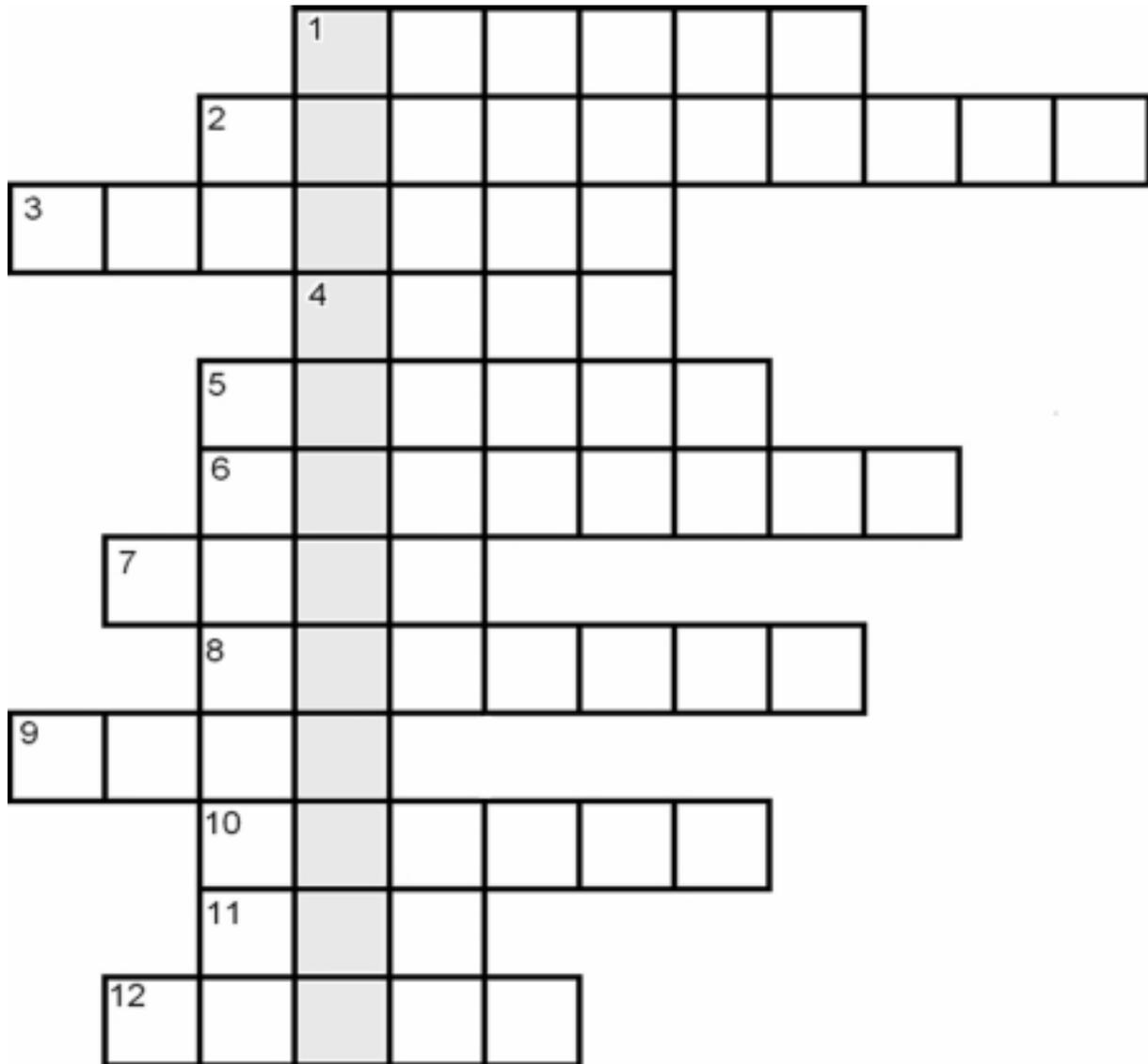
1. Baptism means we now _____ to the Church.
2. The baptismal _____ is lit from the Easter candle.
3. At Baptism our parents and godparents state their belief in God and _____ to turn away from evil and sin.
4. At Baptism we receive the gift of the _____.
5. At Baptism the baby is _____ with chrism.
6. At Baptism we become followers of _____.
7. At Baptism we become a _____ of the Church.



Term 1: Lesson 19 REMEMBERING OUR CONFIRMATION

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

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Across

1. A sweet-smelling, perfumed olive oil.
2. We receive this gift at Baptism and Confirmation.
3. This is the name given to the person chosen to stand with you at Confirmation.
4. Tongues of this represented the Holy Spirit at Pentecost.
5. This is a gift of the Holy Spirit.
6. These are made first at Baptism and renewed at Confirmation.
7. Sometimes we pick another of these for Confirmation.
8. This is the first sacrament we celebrate.
9. A word to describe all that the Holy Spirit gives us at Confirmation.
10. The special title given to the person who usually comes to lead our Confirmation celebration.
11. This is a fruit of the Holy Spirit.
12. The bishop lays these over the person being confirmed.



Term 1: Lesson 23 OUR MORAL VISION AND THE MORAL VISION OF JESUS

Complete the following exercises.

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1. Circle the correct answer for each of the following:

Moral decisions mean:

- (a) our choices between good and bad
- (b) our preferences for certain foods
- (c) our choice of particular colours

Moral vision is:

- (a) a new film at the box-office this weekend
- (b) the name of the new Opticians in town
- (c) our sense of right or wrong



2. Read the following list. Tick the choices that require moral vision.

- ___ To gossip or not to gossip
- ___ To get a white or black T-shirt
- ___ To play football or basketball
- ___ To help with the housework or not
- ___ To do French homework before Maths homework
- ___ To get a tattoo or not

3. Complete the commandment of Jesus, which shows us his moral vision.

'You must love God _____

and you must love your _____.'



Term 2: Lesson 1 HOW OUR BACKGROUND INFLUENCES US

Read the following list of people and things. Choose the ten that influence you most and then put them in your preferred order. Number 1 will be the one that influences you most and number 10 the one that influences you least.

Family	1 _____
Fashion	2 _____
Job	3 _____
Country I live in	4 _____
School	5 _____
Friends	6 _____
Money	7 _____
Politics	8 _____
My friendship with God	9 _____
Weather	10 _____
Sport	
Music	
Travel	



Write down *two* other things that influence you.

Will the order of this list change as you grow older? Explain your answer.

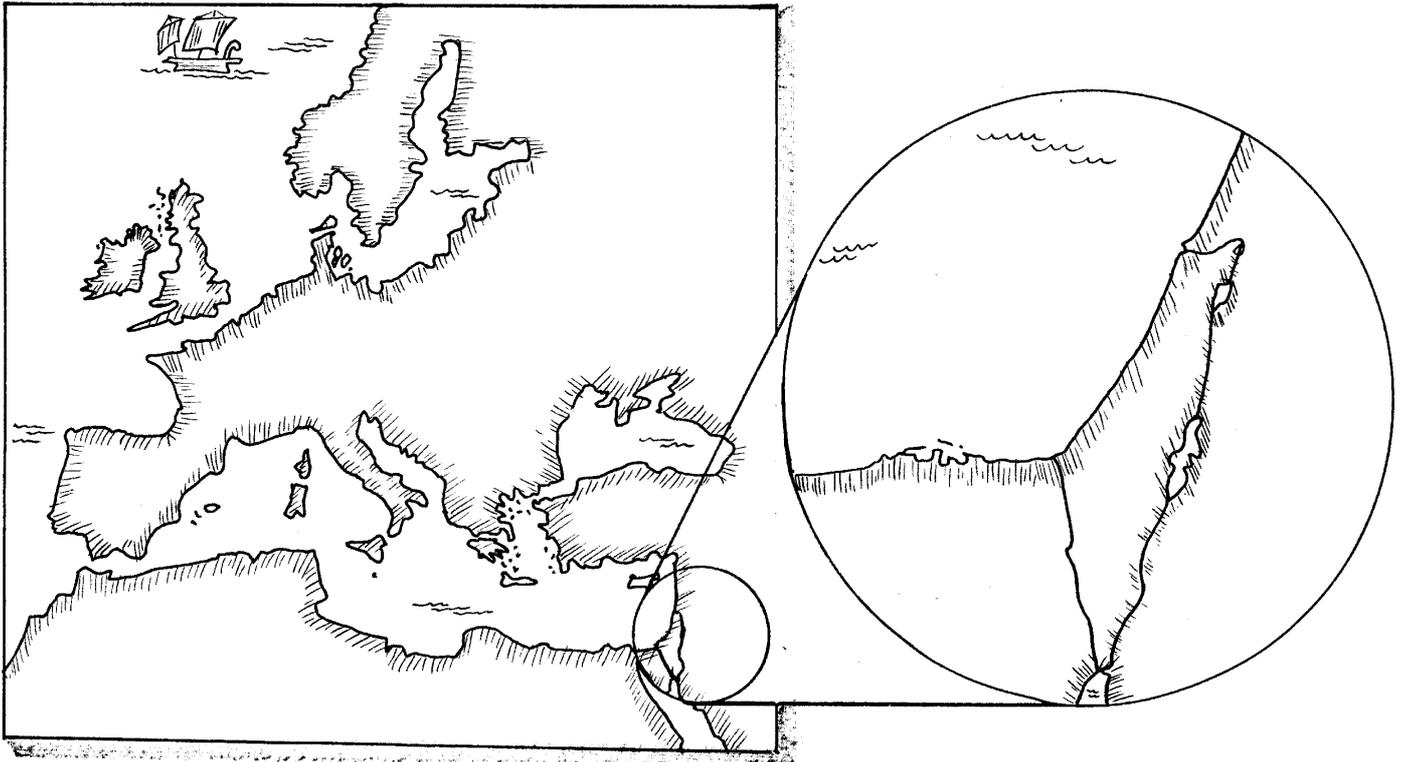


Term 2: Lesson 2 TENSIONS IN THE LAND OF JESUS' BIRTH

Label the map with the following places:

Ireland, Europe, Africa, Asia, Mediterranean Sea, Palestine, Israel

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1. In what year was Palestine conquered by the Romans? _____
2. Who was appointed king by the Romans in 40 BC? _____
3. Who became governor of the province of Judaea in AD 26?

Read the following statements. Write 'T' after those that are true; write 'F' after those that are false.

- (a) The Jews were happy to be invaded by the Romans. _____
- (b) Romans and Jews shared the same beliefs about God. _____
- (c) All Jews believed that Roman taxes were a good idea. _____
- (d) The Zealots were a group of Jewish freedom fighters. _____
- (e) The Jewish people believed that God would send them a Messiah to free them from Roman rule. _____

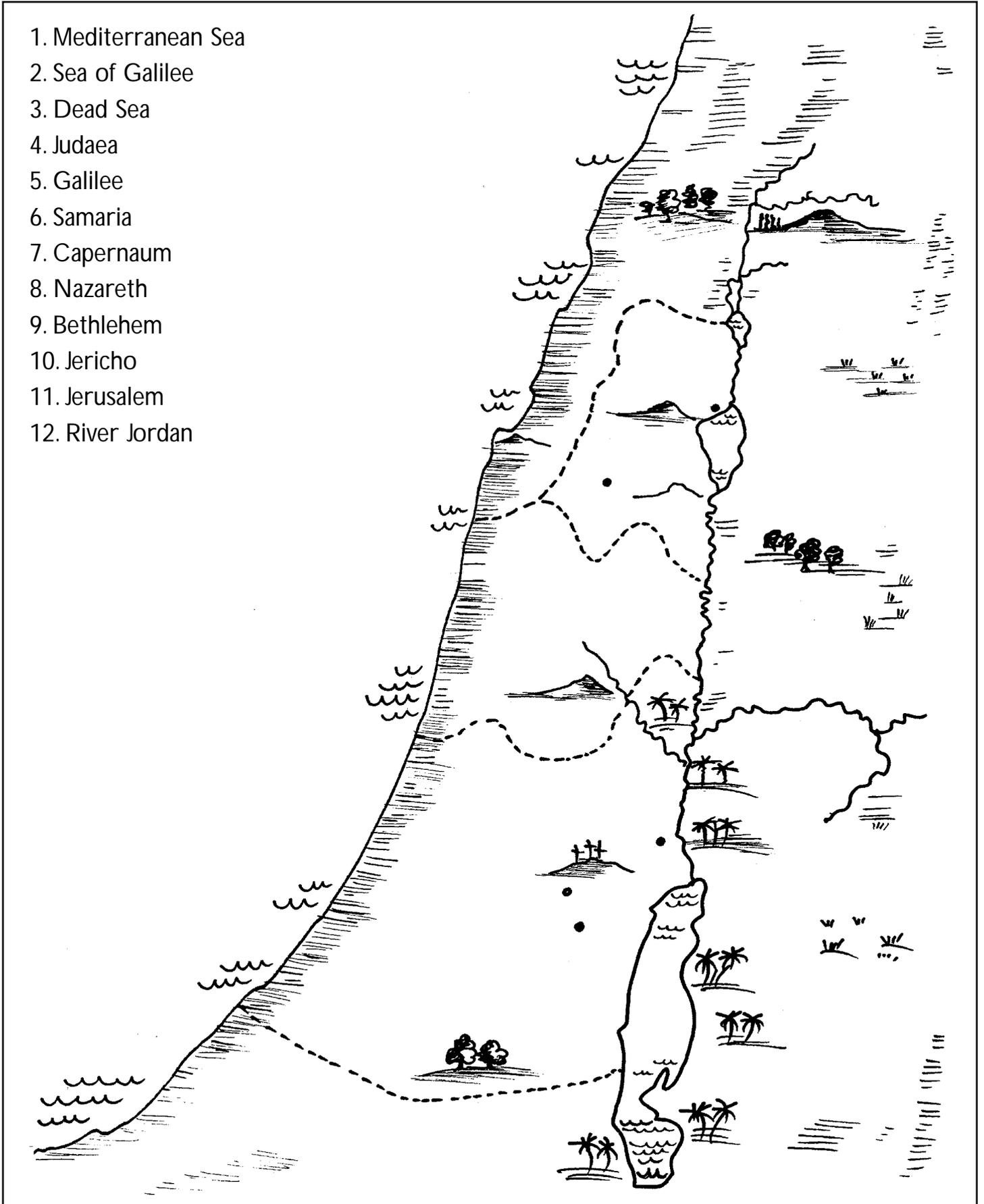


Term 2: Lesson 3 THE LAND OF PALESTINE IN THE TIME OF JESUS

Put the names of the places listed below in the correct positions on the map. You could use colour to mark out the different regions.

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1. Mediterranean Sea
2. Sea of Galilee
3. Dead Sea
4. Judaea
5. Galilee
6. Samaria
7. Capernaum
8. Nazareth
9. Bethlehem
10. Jericho
11. Jerusalem
12. River Jordan

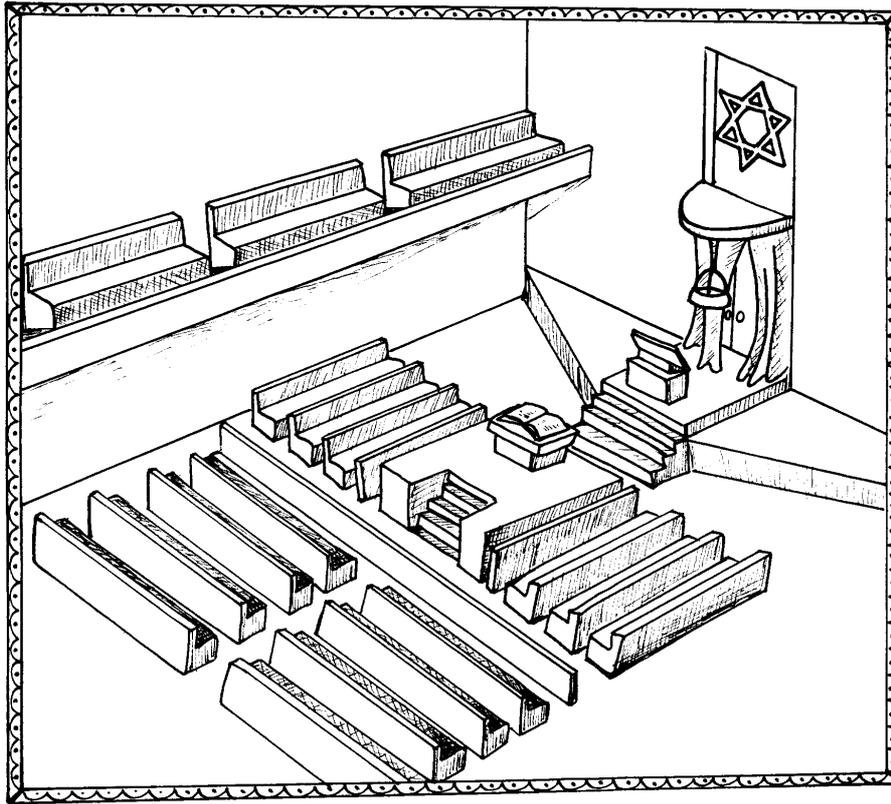




Term 2: Lesson 4 GETTING TO KNOW THE RELIGIOUS BACKGROUND OF JESUS

Label the picture of the inside of a synagogue with the following items: Balcony, Bimah, Star of David, Holy Ark, the light, Seats for the men. Then complete the sentences.

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Jesus was born into the J_____ tradition.

Jewish tradition was centred around the S_____ day.

On the Sabbath day the Jews remembered that God had r_____ after creating the world.

No w_____ was allowed on the Sabbath.

On the Friday evening the whole family came together for a special m_____ to mark the beginning of the Sabbath.

The meal began with the mother lighting the l_____ to welcome the Sabbath.

Then the father said the b_____.

On the S_____ morning the whole family went to the s_____.

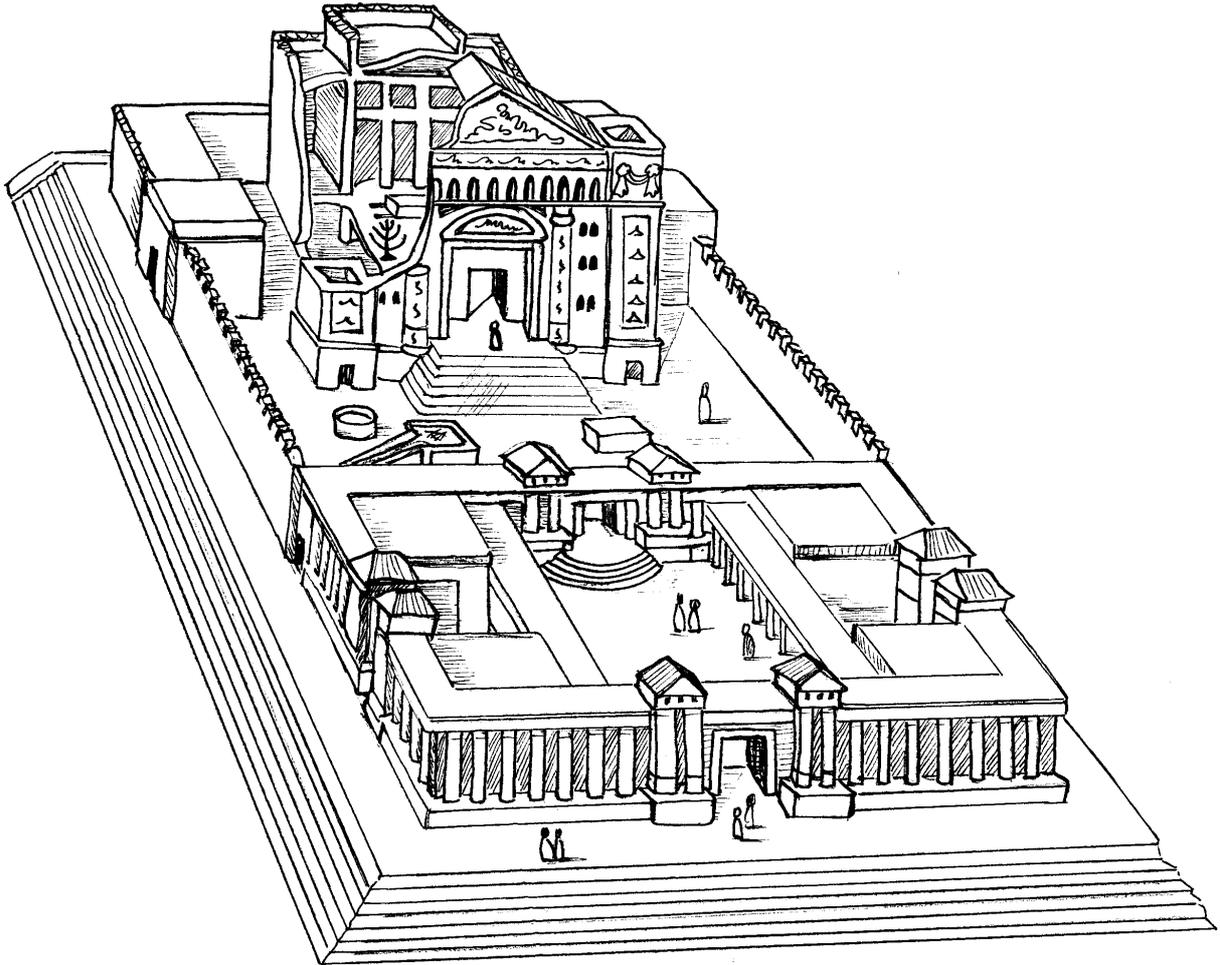


Term 2: Lesson 5 THE TEMPLE IN JERUSALEM

Label the drawing with the following names of the different parts of the Temple:

the Court of Gentiles; the Court of Women; the Court of Israel; the Court of Priests; The Holy Place.

Then explain these names in the spaces below.



The Holy Place

The Court of Priests

The Court of the Gentiles

The Court of Women

The Court of Israel



Term 2: Lesson 6 THE JEWISH RELIGIOUS LEADERS IN THE TIME OF JESUS

Complete the following exercises.

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1. List the names of the **three** main religious groups at the time of Jesus.

2. What was the Sanhedrin? _____

3. Who was the leader of the Sanhedrin? _____

4. How many members did the Sanhedrin have? _____

MIX AND MATCH

5. Draw lines to the correct answer

The Scribes	They were priests in the Temple in Jerusalem. They were wealthy and powerful. They believed only in the written law of Moses (The Torah).
The Sadducees	They saw themselves as the leaders of the ordinary people. They believed in the written law of Moses (The Torah). They also followed the oral law as presented by the scribes.
The Pharisees	They were experts in the law (The Torah). They wrote down the oral law and handed it on to others. They were linked closely with the Pharisees.

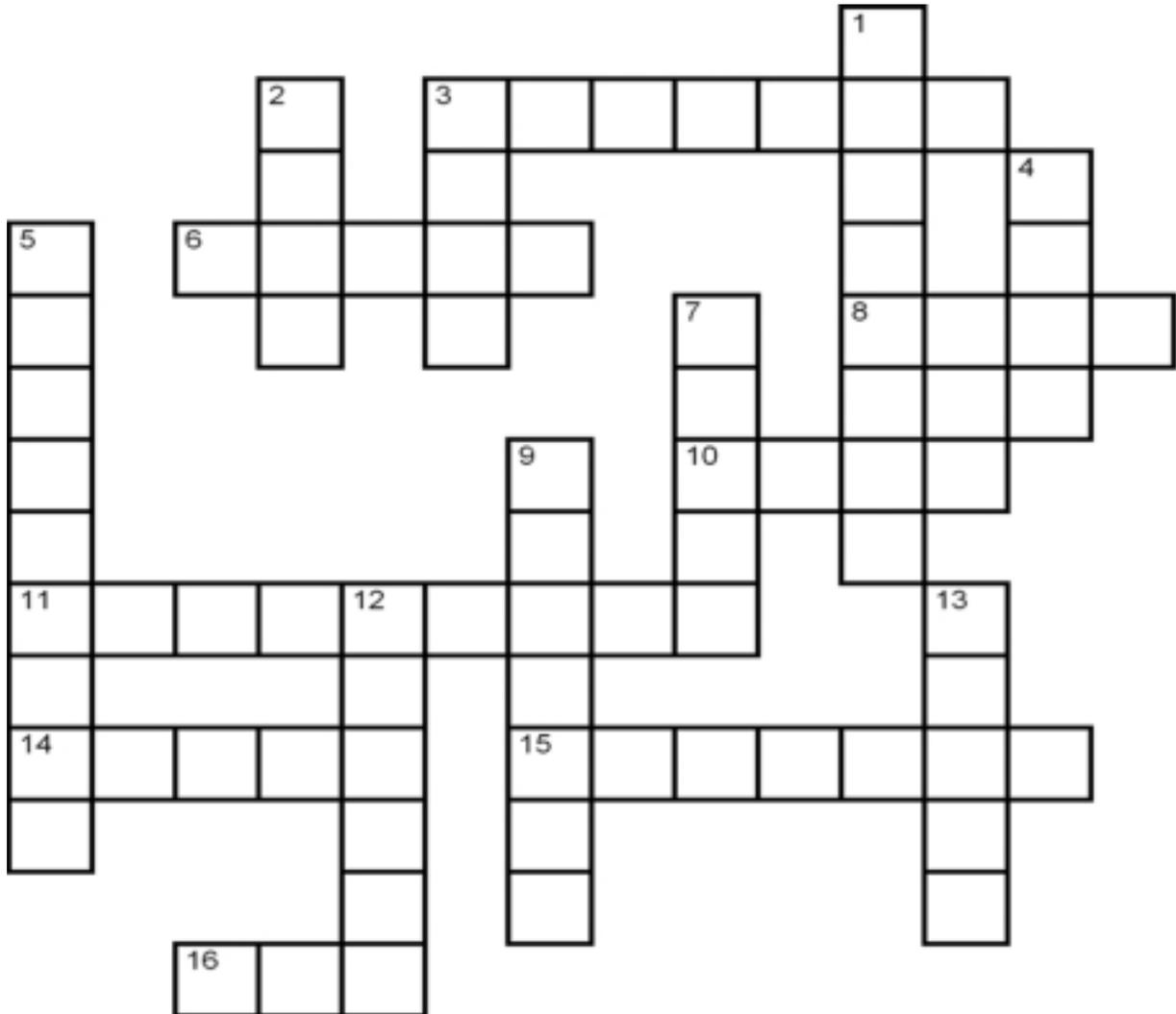
6. On what central issue of Jewish belief did the Sadducees and Pharisees differ?



Term 2: Lesson 7 A TYPICAL HOUSE IN NAZARETH IN THE TIME OF JESUS

Using the clues below, complete the word puzzle.

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Across

- 3 A small wooden or leather case containing 14 across (7)
- 6 One of the foods Jesus would have eaten (5)
- 8 Rough steps at the side of the house led up to here (4)
- 10 The family unrolled these and slept on them at night (4)
- 11 These hung from hooks and contained wine (9)
- 14 A most important piece of scripture known by all Jews (5)
- 15 Household utensils were stored in these (7)
- 16 The number of rooms in the house of an ordinary Jewish worker (3)

Down

- 1 The village where Jesus grew up (8)
- 2 Used for storage of oil, water and grain (4)
- 3 Ordinary Jews would rarely have eaten this at mealtimes (4)
- 4 Narrow entrance to the house (4)
- 5 The type of paint on the walls of Jewish homes (9)
- 7 Jews lit these to brighten their homes (5)
- 9 Collective name for goats, hens, sheep and donkeys (7)
- 12 The lower half of the house, where the animals slept (6)
- 13 One of the few pieces of furniture in a Jewish home (5)



Term 2: Lesson 8 JESUS AT SCHOOL

Answer the following questions. Then, using the wordbank provided, complete the paragraph on Bar Mitzvah.

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1. At what age did Jesus start school? _____
2. At what age did Jesus finish school? _____
3. Inside which building was the school in Nazareth? _____
4. What did Jesus study at school? _____
5. What language did Jesus speak every day? _____
6. What title did Jesus' teacher have? _____
7. What did Jesus study from the age of ten? _____

BAR MITZVAH – SON OF THE LAW

Around the time of his _____ birthday, Jesus went before the local _____ for an examination in the Jewish religious law. When he passed this examination, he could become _____ or _____ of the _____. He was now considered a young _____. He was expected to _____ and keep the law, to _____ several times a day and to _____ on some days. He also had to attend the _____ and to go up to _____ for some of the great _____. The Bar Mitzvah ceremony was a very special occasion for all Jewish _____ and their families.

WORDBANK

Jerusalem boys adult know thirteenth Bar Mitzvah pray
Law synagogue fast rabbi Son festivals



Term 2: Lesson 9 THE TEACHING OF JOHN THE BAPTIST

Answer the following questions.

Fully Alive 1 Workbook

1. How was John dressed?

2. What food did John eat?

3. John felt that he was called to do an important job. What was it?

4. What did John call on the people to do?

5. What happened when the people stepped into the river?

6. What three things did John tell the people about the one whom God was sending?

(i) _____

(ii) _____

(iii) _____

7. What did being baptised by John mean for people?





Term 2: Lesson 10 THE BAPTISM OF JESUS

Answer the following questions.

Fully Alive 1 Workbook

1. What was the name of the village in Galilee that Jesus came from?

2. What happened as Jesus was coming up out of the water?

3. What did the voice from heaven say?

4. To whom do you think this voice belonged?

5. Where did Jesus go after his Baptism?

6. For what length of time was Jesus away?

7. What happened to Jesus during this time away?

8. What did Jesus do immediately after this?

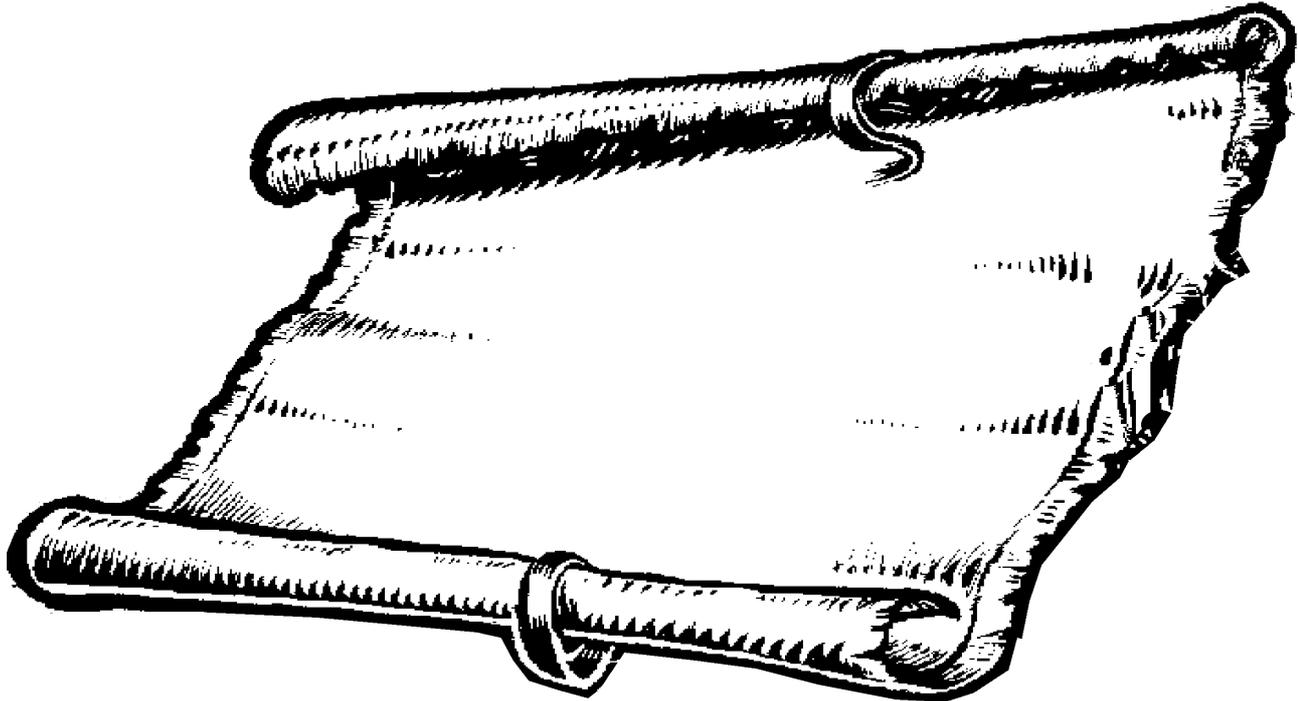


Term 2: Lesson 12 THE LIFE AND MINISTRY OF JESUS

Write on the scroll the message with which Jesus began his teaching. You'll find it in Mark 1:15.

Then decode the message of Jesus.

Fully Alive 1
Workbook



D	G	H	I	O	S	T	U	W
1	2	3	4	5	6	7	8	9

2	5	1		4	6

9	4	7	3		8	6

Explain why this message is 'Good News'.



Term 2: Lesson 13 JESUS CALLED DISCIPLES

Complete the following sentences.

Fully Alive 1 Workbook

Jesus was walking by the Sea of G_____ when he saw P_____ and his brother A_____ casting a net in the sea.

The first two disciples that Jesus called were f_____.

Jesus said to them, 'Come f_____ me and I will teach you how to bring in p_____ instead of fish.'

Going a little further, Jesus saw J_____ and his brother J_____.

They too were fishermen and they were with their f_____ mending their n_____.

Their father's name was Z_____.

They left their father in the boat with the h_____ workers.

The fifth disciple that Jesus called was M_____.

He was a t_____ and was disliked by his own people because he worked for the R_____.

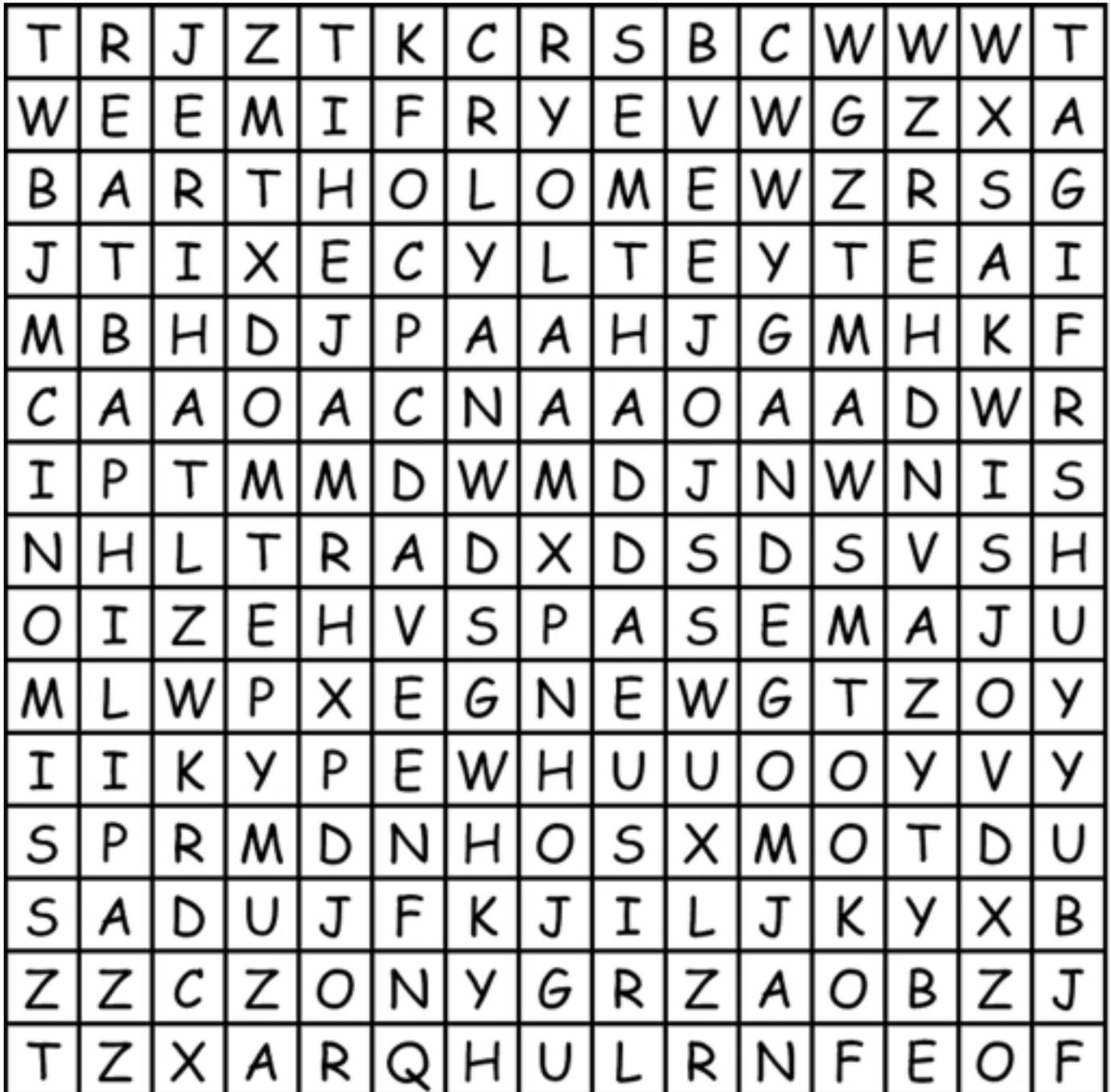




Term 2: Lesson 14 JESUS CALLED TWELVE APOSTLES

Find all twelve names of the apostles of Jesus in the wordsearch below.

Fully Alive 1
Workbook



Peter Andrew James John Philip Bartholomew
Matthew Thomas James Thaddaeus Simon Judas



Term 2: Lesson 16 THE PARABLE OF THE SOWER

Mix and Match: Draw lines to the correct answer.

Fully Alive 1 Workbook

The seed fell among thorns...	...went out to sow corn.
The seed that fell in good soil...	...which grew up and choked the growing seeds so that they did not produce any corn.
The seed that fell on the path...	...soon sprouted and grew but the sun came up and scorched the young growing seeds and they dried up and died.
The seed that fell on rocky ground...	...sprouted and grew and produced corn; some had thirty grains, others had sixty and others a hundred.
The Sower...	...was eaten up by the birds.



Fully Alive 1
Workbook

Term 2: Lesson 18 THE PARABLE OF THE SEED GROWING SECRETLY

Look up Mark 4:26-29 and copy the words of the parable into the space below.

Then, in each picture frame, draw your own picture or symbol to summarise the parable.

The farmer scatters some seed.	He sleeps and rises.
Seed sprouts and grows, though he does not know how.	When harvest time comes he uses the sickle to cut the crop.



Term 2: Lesson 19 THE LOST SHEEP/THE LOST COIN

Read the parable of the Lost Sheep and the parable of the Lost Coin again in Luke 15:4-10. Then complete the cartoon strip below by writing in what happens in the story.

Fully Alive 1 Workbook



Term 2: Lesson 20 THE PRODIGAL SON

Read the parable of the Prodigal Son again in Luke 5:11-32.
Think up some words to describe the three main characters in the story
and write them in the spaces provided.

Fully Alive 1
Workbook

The
Younger Son



Chosen Words

(to describe the younger son)

The
Father



Chosen Words

(to describe the father)

The
Older Son



Chosen Words

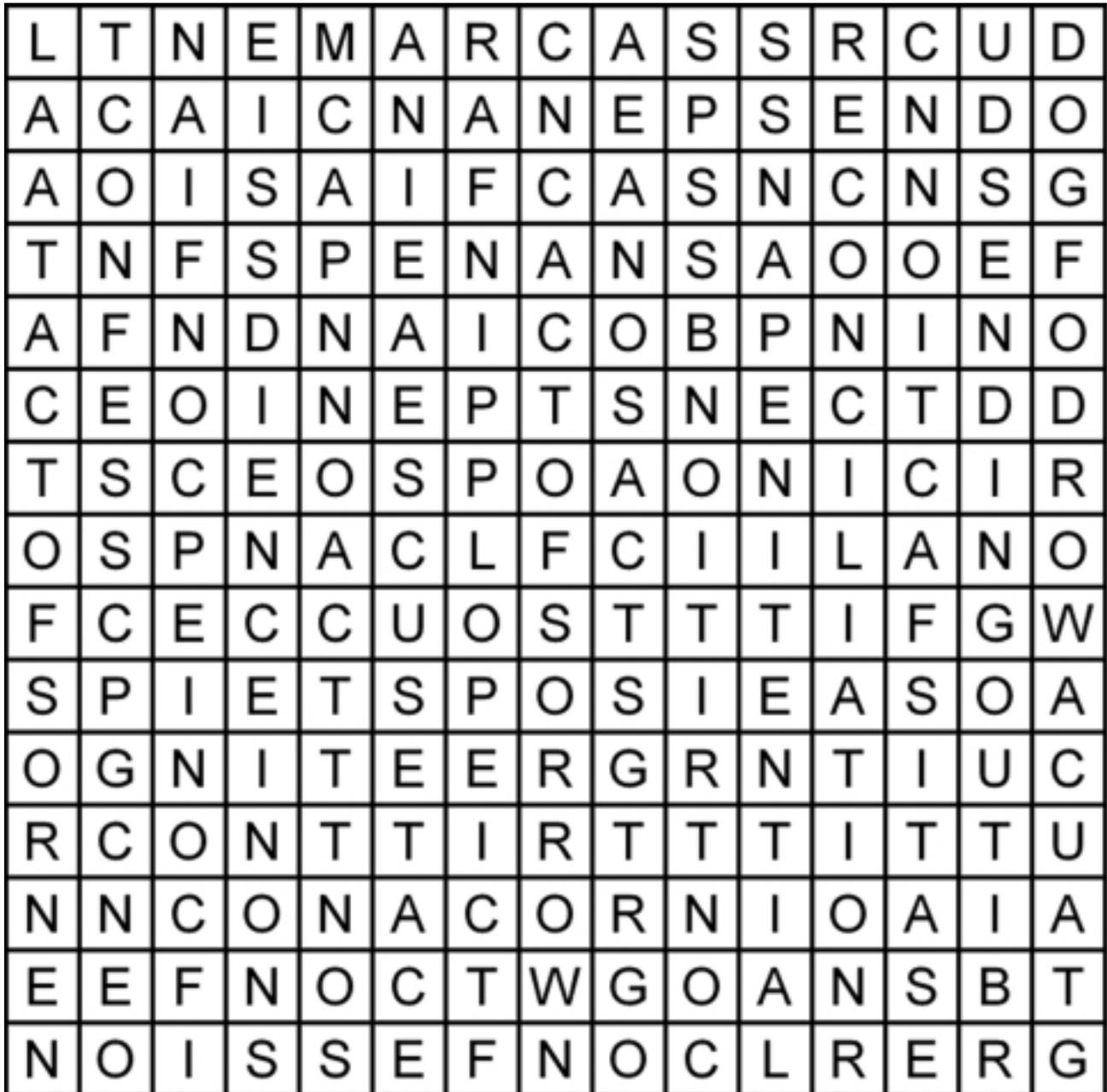
(to describe the older son)



Term 2: Lesson 22 CELEBRATING RECONCILIATION
- PAST AND PRESENT

Find the words listed below in the wordsearch.

Fully Alive 1
Workbook



Absolution Act of Sorrow Confession Contrition
Greeting Penance Penitential Reconciliation
Sacrament Sending Out Word of God



Term 2: Lesson 23 JESUS SHARED MEALS

Read the two stories from the Gospel of Luke (references below) and complete the table by answering the questions in the spaces provided.

Fully Alive 1 Workbook

Gospel Reference	Mark 2:13-17	Luke 7:36-50	Luke 14:1-6
What was the occasion?	Jesus called Levi to be one of the Twelve and then went to his house for dinner.		
Who was there?	Jesus, his disciples, some tax-collectors and sinners.		
What happened?	Jesus had dinner with Levi and his friends. The teachers of the Law and the Pharisees criticised Jesus for this.		
What did Jesus do/say?	Jesus said, 'Healthy people don't need a doctor, but sick people do. I didn't come to invite good people to be my followers. I came to invite sinners.'		
What effect did sharing a meal with Jesus have on the people in the story?	Levi was used to being looked down on by everyone. He must have felt proud to be asked to be one of the Twelve and have Jesus come to his home.		
If you had been there, what would you remember most?	How mad the scribes and Pharisees were at Jesus and how nice Jesus was to Levi and his friends.		



Fully Alive 1
Workbook

Term 2: Lesson 24 THE PASSOVER MEAL

In the space below, draw a plate with the Passover food on it. Be sure to include the following:

unleavened bread (matzoth), a roasted lamb shank, an egg, charoset, watercress, horseradish

Then complete the sentences.

Unleavened bread reminds the Jews _____

The roasted lamb shank reminds the Jews _____

An egg reminds the Jews _____

Charoset reminds the Jews _____

Watercress reminds the Jews _____

Horseradish reminds the Jews _____



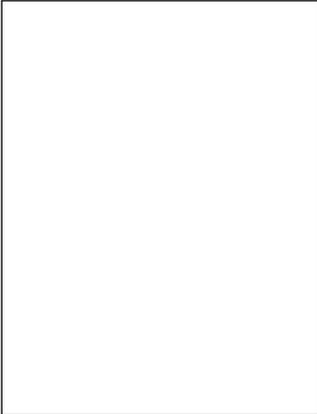
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Workbook

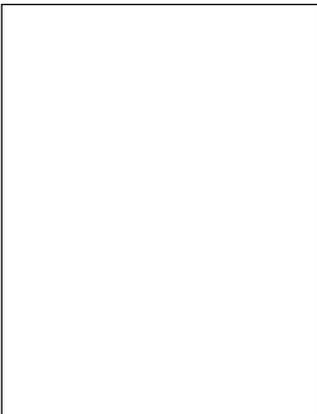
Term 2: Lesson 25 THE LAST SUPPER

Write down some words or phrases to describe how you think Jesus would have been feeling during the Last Supper. Then choose **two** of the apostles and do the same for them. You could draw pictures of these two apostles in the boxes below and write their names above the boxes.

JESUS









Term 3: Lesson 1 THE EMPTY TOMB

Use the following opening words to help you write the story of what happened when the women went to the tomb on the Sunday morning.

Fully Alive 1
Workbook

After the Sabbath...

When they entered the tomb...

The young man said...

When the women heard this, they...



Term 3: Lesson 2 THE RISEN JESUS APPEARS TO MARY MAGDALENE

Imagine you are one of the apostles and write your own report in the space below.

Fully Alive 1
Workbook

The Galilean Times

Tomb Found Empty!

Reports are coming in of alleged sightings of Jesus of Nazareth after the tomb he was buried in was discovered to be empty early on Sunday morning. *Full story on page 2*

Jesus Lives!

'I Have Seen Him' by Mary Magdalene

One of the followers of Jesus of Nazareth, who was crucified here last Friday, claims that Jesus has appeared to her on the road. *Full story on page 3*

'How I Heard the News' by one of the apostles

This morning Mary Magdalene burst into the room and...



Term 3: Lesson 3 THE RISEN JESUS APPEARS
TO THE ELEVEN

Imagine you are one of the apostles. In the space below write your own report of what happened when Jesus appeared to you.

Fully Alive 1
Workbook

The Galilean Times

ALLELUIA! OUR LORD IS RISEN

By

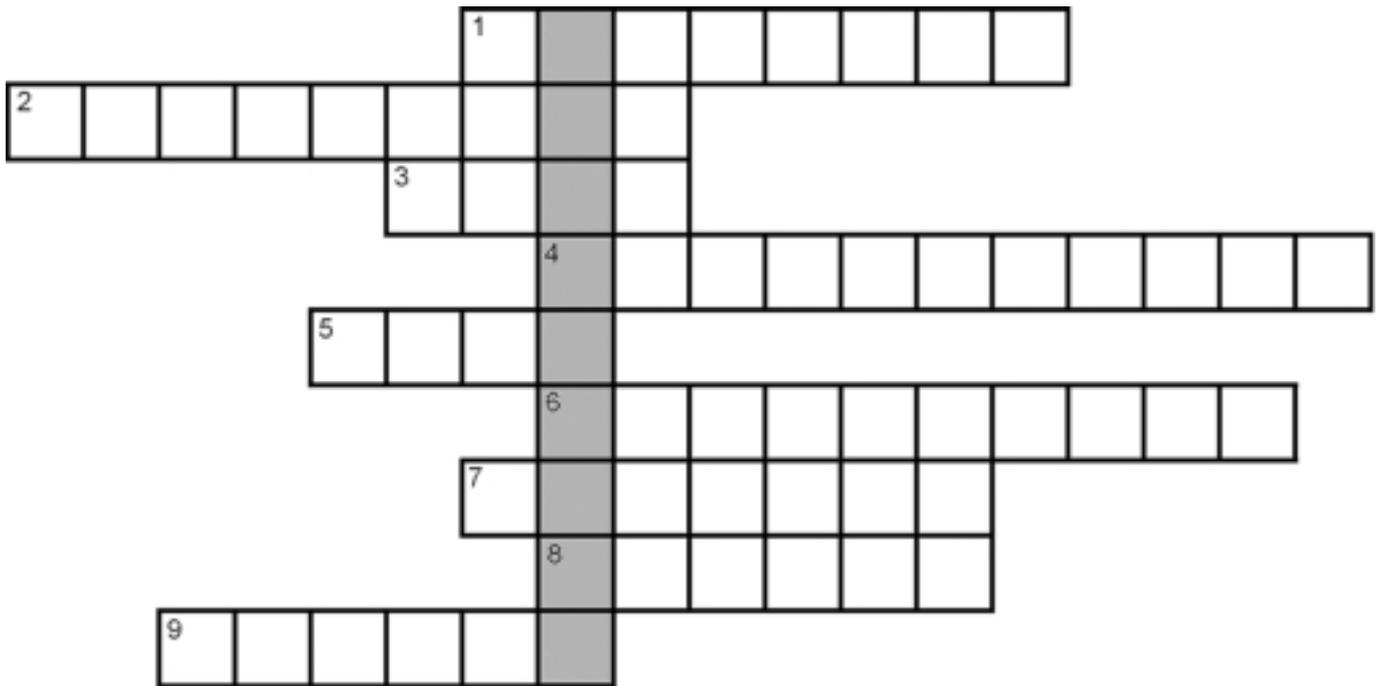
the Apostle



Term 3: Lesson 4 THE STORY OF PENTECOST

Solve the word puzzle below and reveal the mystery word at the centre (reading down).

Fully Alive 1 Workbook



Across

1. Name given to the eleven special friends of Jesus to whom the Holy Spirit came at Pentecost. (8)
2. The apostles could speak all kinds of these after they received the Holy Spirit. (9)
3. One of the images used for the Holy Spirit in the story. (4)
4. A word to describe the apostles after receiving the Holy Spirit at Pentecost. (11)
5. Another image used for the Holy Spirit in the story. (4)
6. The apostles and friends of Jesus had lots of this after Pentecost. (10)
7. A gift of the Holy Spirit. (7)
8. A word to describe the apostles before Pentecost day. (6)
9. The holy gift that the apostles and friends of Jesus received on Pentecost day. (6)



Term 3: Lesson 5 THE HOLY SPIRIT

In the space below, draw or paint your favourite image of the Holy Spirit. Then say what this image means to you.

Fully Alive 1
Workbook

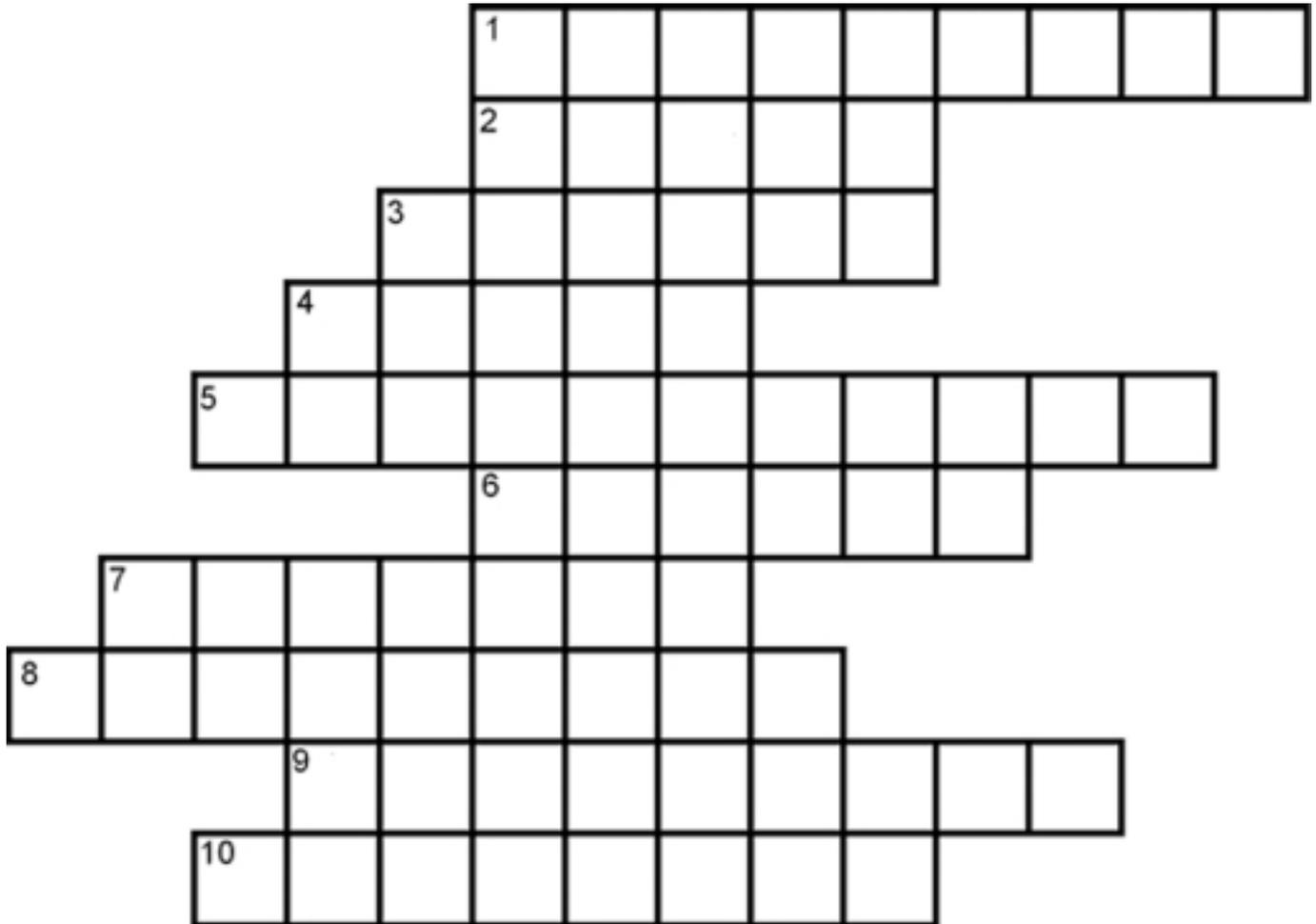
I like this image because _____



Term 3: Lesson 6 EARLY CHRISTIAN CELEBRATIONS OF THE EUCHARIST

Solve the word puzzle below and reveal the mystery word at 1 down.

Fully Alive 1 Workbook



Across

1. Term used to describe a group of people who love and care for one another. (9)
2. Place where the first Christians met. (5)
3. Daily activity of the early Christians. (6)
4. The early Christians had this in Jesus. (5)
5. The early Christians shared these with each other. (11)
6. Holy place where the early Christians met during the day. (6)
7. Early Christians believed Jesus was this. (7)
8. Name of the city where the first Christian community was formed. (9)
9. Birthday of Christianity – day the Holy Spirit came to the apostles and friends of Jesus. (9)
10. Leaders of the first Christian communities. (8)



Term 3: Lesson 7 AT MASS WE LISTEN

Answer the following questions.

Fully Alive 1 Workbook

1. The Mass is divided into two main parts. What is the first part called?

2. What is proclaimed during the first part of the Mass?

3. How many readings are there during Sunday Mass and where are they taken from?

4. Who usually reads the Gospel?

5. What is a homily?

6. Who helps us hear what God is saying to us?

7. Briefly, retell a Gospel story you have learned this year and explain what you think God is saying to you in this story.



Term 3: Lesson 8 AT MASS WE GIVE THANKS AND PRAISE TO GOD

Which of the following would you consider to be important in a person's life? Put the items in order of importance from 1 to 10 (1 being the most important and 10 the least important).

Fully Alive 1 Workbook

Good looks	1	_____
Education	2	_____
Health	3	_____
Friends	4	_____
Nature	5	_____
Possessions	6	_____
Friendship with God	7	_____
Talents and abilities	8	_____
A home	9	_____
Animals	10	_____
The gift of life		
All the opportunities I am offered		
Personality		
Family		
Money		

Write down anything that you think is missing from the list.

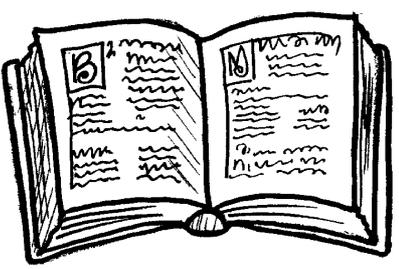
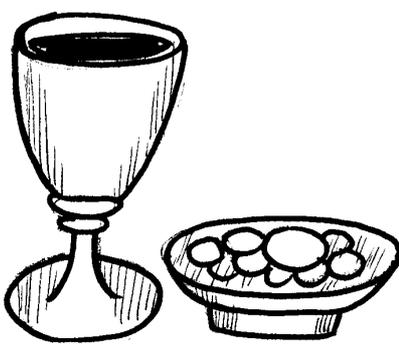
In the space below, write your own prayer of praise and thanks to God.



Term 3: Lesson 9 THE PRESENCE OF THE RISEN JESUS AT MASS

In the spaces provided below, describe each of the different ways in which the Risen Jesus is present at Mass.

Fully Alive 1 Workbook



Term 3: Lesson 10 THE MASS AND THE SACRIFICE OF JESUS

Jesus' death on the cross was a sacrifice he made because he loved God and he loved others.

Fully Alive 1 Workbook

1. Give **two** examples of stories from the ministry of Jesus that show his love for God and for others.

a) _____

b) _____

2. What do Christians call the day on which Jesus died on the cross?

3. The death of Jesus on the cross was not the end. God raised Jesus to new life. What name do we give to the day on which God raised Jesus to new life?

4. Write a short story about a time when you or someone you know was like Jesus and put the needs of another before their own.



Term 3: Lesson 11 LIVING THE MASS

Complete a diary entry for each day of next week, describing the different ways in which you have loved and served God and your neighbour.

**Fully Alive 1
Workbook**

Monday... _____

Tuesday... _____

Wednesday... _____

Thursday... _____

Friday... _____

Saturday... _____

Sunday... _____



Term 3: Lesson 12 THE MASS THROUGH THE AGES

In the table below, describe briefly the different stages of the Mass through the ages.

Fully Alive 1
Workbook

AD 30 The Last Supper	
AD 100-300 The Early Church	
AD 300-800 The Basilica	
AD 800-1500 The Middle Ages	
AD 1500-1900	
AD 1900-1962	
1962-TODAY	



Term 3: Lesson 13 JESUS GAVE LEADERSHIP TO THE CHURCH

Complete the following.

Fully Alive 1 Workbook

1. Give **two** examples from Jesus' life and ministry of times when he showed good leadership.

2. Look up Matthew 16:18 and write it in here:

3. By what title were Peter and the other apostles known?

4. In what way did Peter and the other apostles pass on the authority that Jesus had given them?

5. Why do we say that the bishops we have today are successors of the apostles?

6. What is the title given to the leader of the Catholic Church throughout the world and what does this title mean?

7. What is the name of the present leader of the Catholic Church?

8. What is the name of the small state where the leader of the Catholic Church is based?



Term 3: Lesson 14 BISHOPS – SUCCESSORS OF THE APOSTLES

Complete the following fact-file on your diocese.

Fully Alive 1
Workbook

My Diocese

The name of the diocese to which I belong:

The diocese I live in contains some or all of the following counties:

The bishop(s) of my diocese:

The cathedral town in my diocese:

The patron saint(s) of my diocese:

The feast day(s) of the patron saint(s):



Term 3: Lesson 15 GETTING TO KNOW YOUR PARISH

Complete the following fact-file on your parish.

Fully Alive 1
Workbook

My Parish

The name of my parish:

My parish includes these places:

The name(s) of the priest(s) in my parish:

The name(s) of the local church(es):

The patron saint(s) of my parish:

The school(s) in my parish:

Other interesting facts about my parish:



Fully Alive 1
Workbook

Term 3: Lesson 16 PARISH – PEOPLE WHO LOVE AND SERVE THE LORD

Identify **three** practical examples of ways that you can show love for God and for others during the summer break. Then complete your summer charter below by drawing pictures of each example.

My Summer Charter