



Term 1: Lesson 1 NEW BEGINNINGS

Complete the following exercises.

Fully Alive 2 Activity Book

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

1. _____

2. _____

3. _____

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

1. _____

2. _____

3. _____



In the space below, draw a picture of **one** of the things you like most about school.



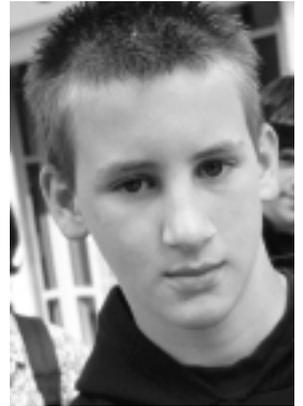
Term 1: Lesson 2 ONE STEP AT A TIME

Read the following list and complete the sentence below.

Fully Alive 2
Activity Book

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.



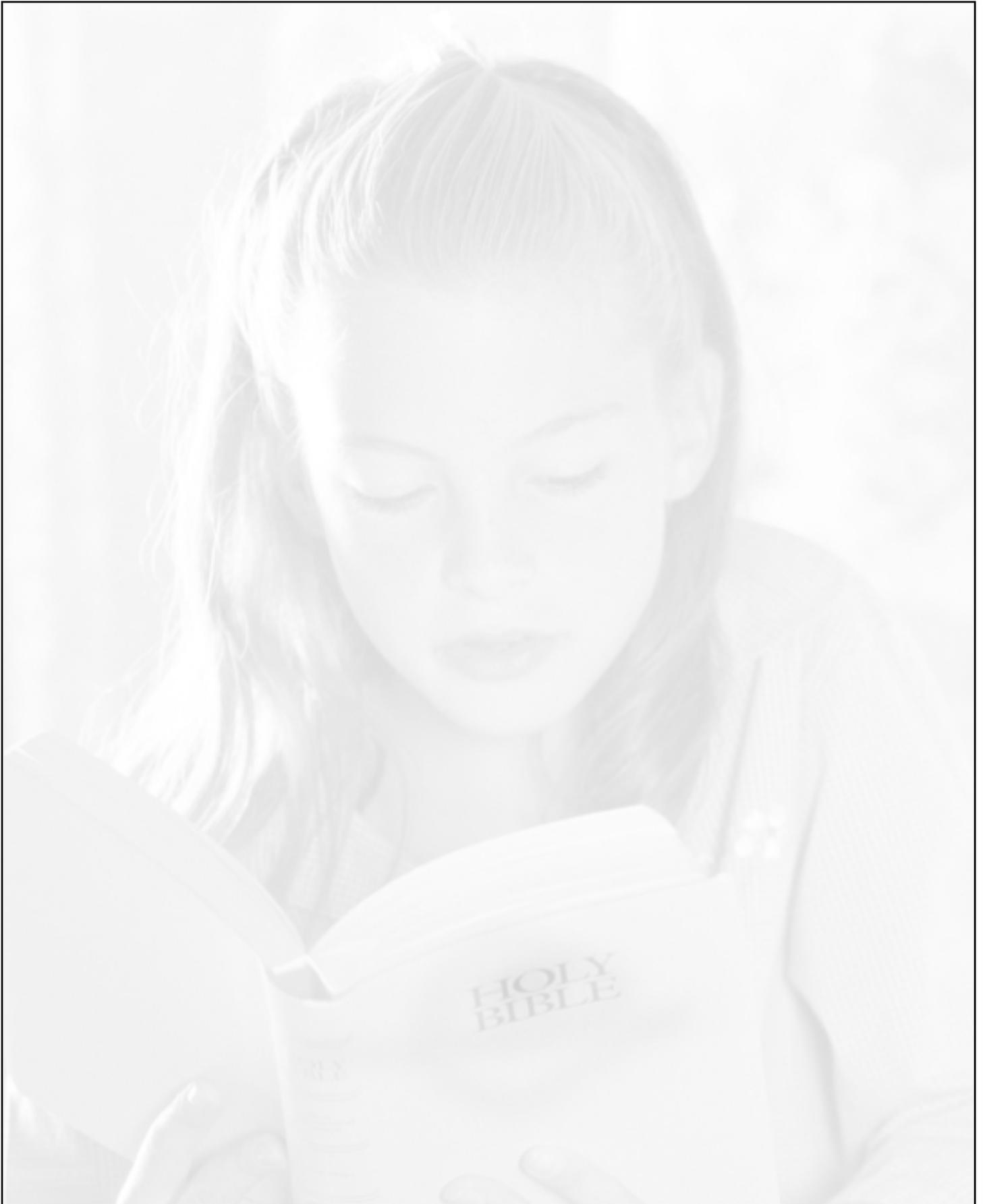
I want Year 9 to be a good year. To make this happen I will...



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.

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Term 1: Lesson 4 OUR APPROACH TO THE WORLD

Choose *one* of the experiences in the list below (or pick one of your own choice) and, in the box underneath, write down some words or phrases to describe your thoughts and feelings. Put the title of the experience in the top section of the box. Decorate your words or phrases using different colours.

- 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



Term 1: Lesson 5 THE ORIGINS OF THE UNIVERSE

The speech boxes below contain three very different theories about how the universe began. On the lines provided, say what you think of each theory.

Fully Alive 2 Activity Book

God created everything.

Everything has just always existed.

A huge explosion started everything.

1.

2.

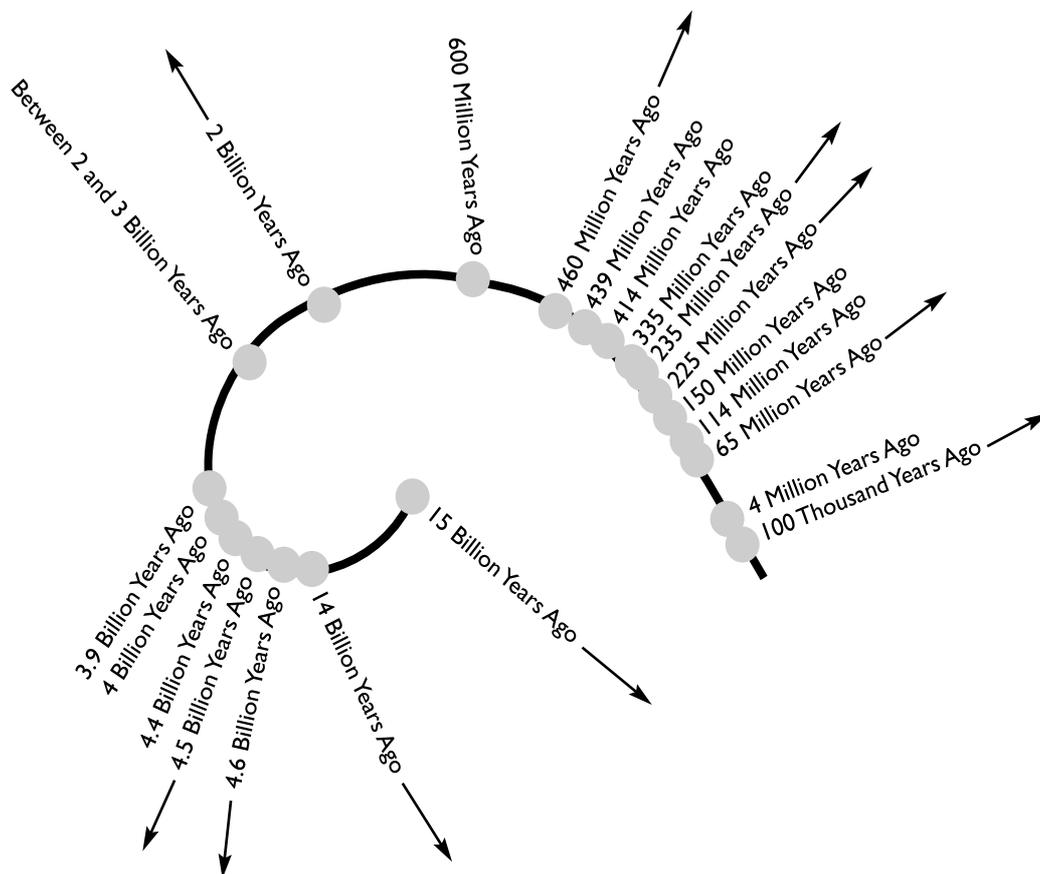
3.



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 each stage.

Fully Alive 2 Activity Book

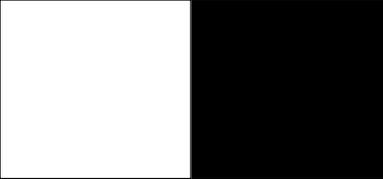
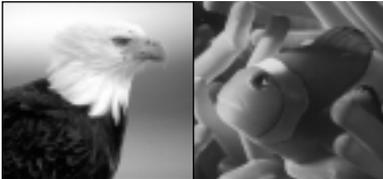




Term 1: Lesson 7 CHRISTIAN BELIEF ABOUT GOD AND THE UNIVERSE

Opposite the pictures, write what God created at each different stage of creation.

Fully Alive 2 Activity Book

1. 	
2. 	
3. 	
4. 	
5. 	
6. 	
7. And on the seventh day...	



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

Complete the following details about yourself and then colour in the phrase below.

Fully Alive 2 Activity Book

Name: _____

Date of birth: _____

Gender: _____

School: _____

Year: _____

Class: _____

My thumbprint

My hobbies and interests:

'I made you in my own
image and likeness
and when I made you
I saw that you were good.'



Term 1: Lesson 9 THE ABILITY TO CREATE

How creative are you? Give an example of a time when you did any of the following:

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Activity Book

I was a friend to someone in need

I helped to organise something

I was a member of a team

I told a joke and helped someone to laugh

I was a good listener and created trust

I encouraged someone

I was careful about rubbish

I was patient or helpful at home



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 Activity Book

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

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

11-16: Congratulations! Our planet is in safe hands!

6-10: Excellent work so far! Keep going and you will find new ways
to help the environment.

Below 6: 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, fill in the names of the other four main problems that face our world today.

Fully Alive 2 Activity Book

1.

2.

3.

ACID RAIN

4.

5.

6.

ELECTRONIC
WASTE

On the lines below, describe **one** of these problems and suggest **one** thing that humankind can do to prevent this problem from getting any worse in the future.



**Fully Alive 2
Activity Book**

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

In each of the boxes below, write in one of the Five 'R's and give an example of how you can achieve this 'R' in your home, school or neighbourhood.

1.

2.

3.

4.

5.



**Fully Alive 2
Activity Book**

**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 78-80.

THE ENVIRONMENT

1 START

2

3

I use energy efficient bulbs. Collect £200 reward.

4

5

I drop litter. Lose £200.

6

Question or pay £200 to Waste Watch

7

8

I take bottles to the bottle bank. Collect £100 reward.

9

Question

10

17

16

I write graffiti on walls. Pay a £500 fine.

15

14

Question

13

12

I help an injured animal. Collect £500 reward.

11

18

Question or pay £200 to Animal Shelter.

19

20

I throw rubbish in the river. Go back 5 spaces.

21

22

Question

23

I use 'a bag for life' instead of an ordinary plastic bag. Advance 5 spaces and collect £200 reward.

24

25

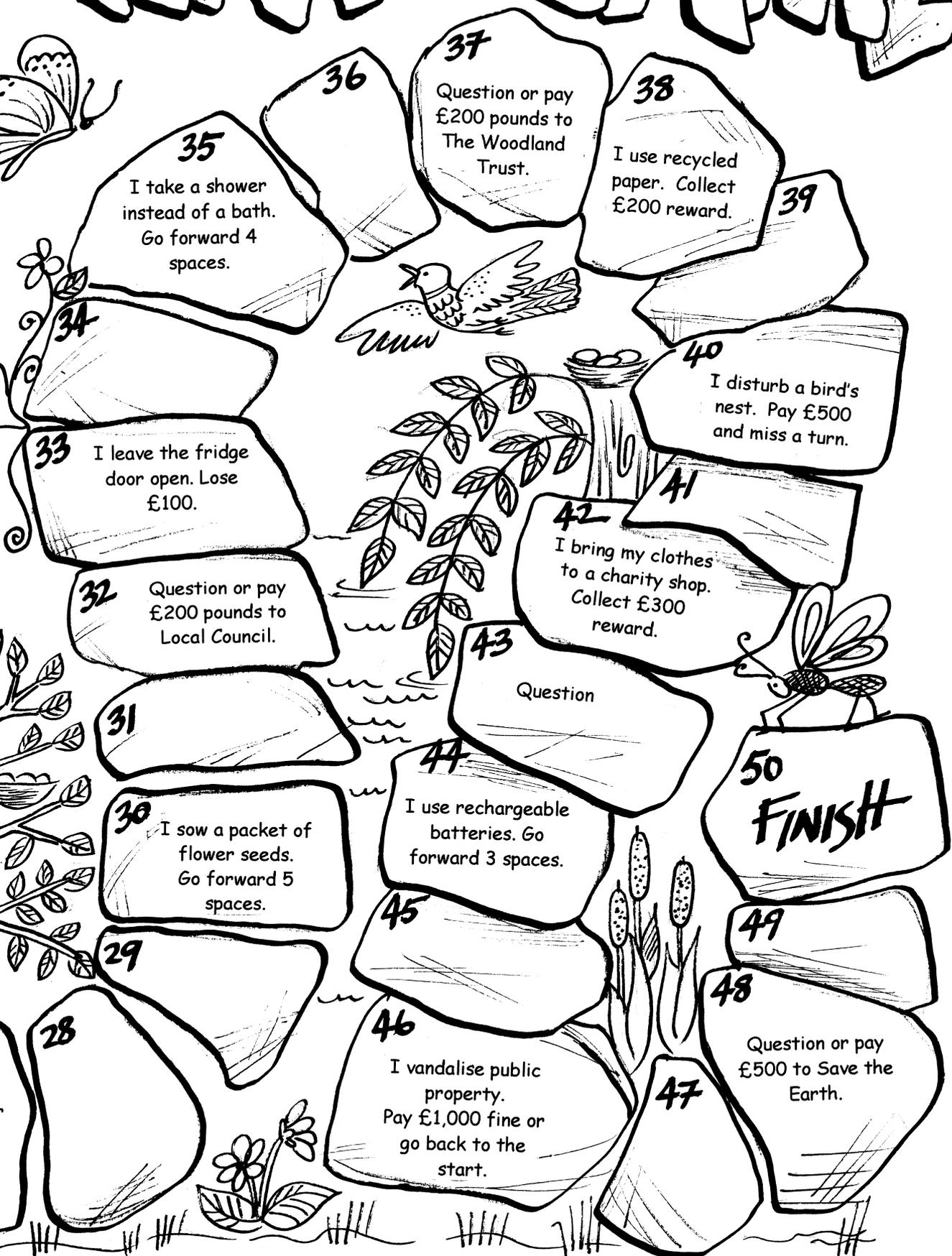
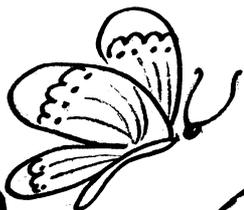
Question or pay £200 to the Environmental Protection Agency.

26

I damage plants. Pay a fine.

WILDLIFE GAME

h in



27
Damage a tree or
plant. Pay £200
fine and go back 6
spaces.

28

29

30
I sow a packet of
flower seeds.
Go forward 5
spaces.

31

32
Question or pay
£200 pounds to
Local Council.

33
I leave the fridge
door open. Lose
£100.

34

35
I take a shower
instead of a bath.
Go forward 4
spaces.

36

37
Question or pay
£200 pounds to
The Woodland
Trust.

38

I use recycled
paper. Collect
£200 reward.

39

40

I disturb a bird's
nest. Pay £500
and miss a turn.

41

42
I bring my clothes
to a charity shop.
Collect £300
reward.

43

Question

44

I use rechargeable
batteries. Go
forward 3 spaces.

45

46
I vandalise public
property.
Pay £1,000 fine or
go back to the
start.

47

48

Question or pay
£500 to Save the
Earth.

49

50

FINISH



Term 1: Lesson 14 JESUS AND THE WORLD AROUND HIM

Complete the following sentences using the wordbank below to help you.

Fully Alive 2 Activity Book

Jesus loved and _____ the earth. He knew that it was God's _____ to us. He found that the earth helped him to _____ God his _____ better. Jesus spoke often about the earth to help others know about _____ and about life. One example of this is (See page 44 of Student Textbook for examples):

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. One example of this is (See page 45 of Student Textbook for examples):

WORDBANK

decisions Father Luke respected major
space God wanted gift know valued



Term 1: Lesson 14 JESUS AND THE WORLD AROUND HIM

Using page 45 of the Student Textbook, complete the following.

Fully Alive 2 Activity Book

PROFILE OF ST FRANCIS OF ASSISI



Full name: _____

Country of birth: _____

Year of birth: _____

Life-changing experience: _____

Began Religious Order known as: _____

Best known for: _____

Year of death: _____

In 1228 he _____

In 1979 he was named _____

by Pope _____



Term 1: Lesson 15 IT'S A DEAL!

Using the wordbank to help you, fill in the missing words in the paragraph. Then colour in the statement below.

Fully Alive 2 Activity Book

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 _____.

WORDBANK

thousand

two

Covenant

Sarah

respect

promised

Abraham

GOD LOVES ME
FOR WHO I AM.



Term 1: Lesson 16 AGREEMENTS RENEWED

Answer the following questions.

Fully Alive 2 Activity Book

1. According to the story (pages 49-50 of Student Text), how did the Egyptians treat the Israelites?

2. Whom did God send to ask Pharaoh to free the Israelites?

3. What instructions did Moses give to the Israelites on the night they escaped from Egypt?

4. How did Moses and the Israelites escape over the Sea of Reeds?

5. What did the people do when Moses went up the mountain to talk with God, and how did Moses react to this?



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 Activity Book

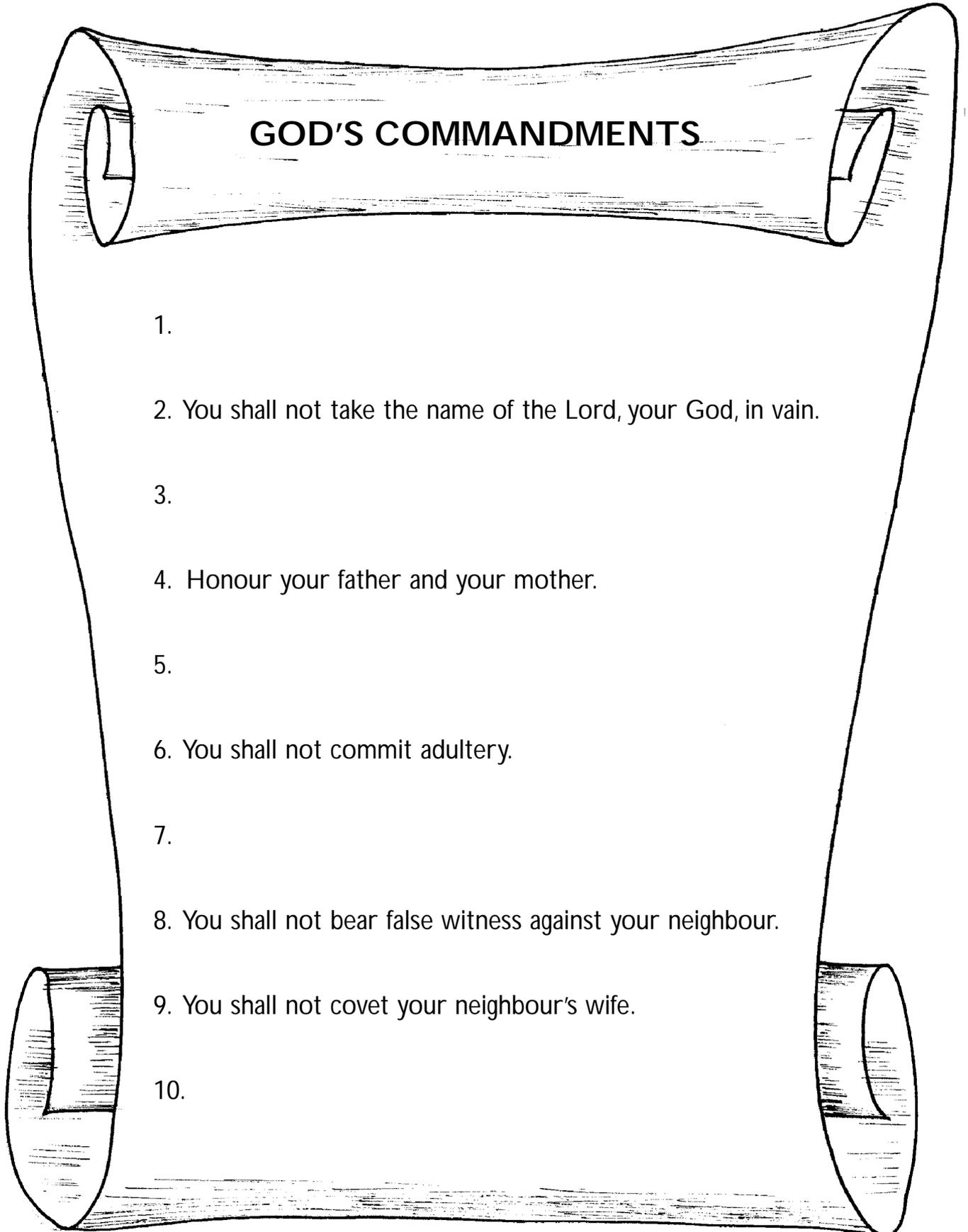
1. Slavery in Egypt	2. Instructions for escape and last meal in Egypt
3. Escape through the Sea of Reeds	4. Hard times in the desert
5. Mount Sinai and the Golden Calf	



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.

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Activity Book





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

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

Fully Alive 2 Activity Book

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 Activity Book

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...



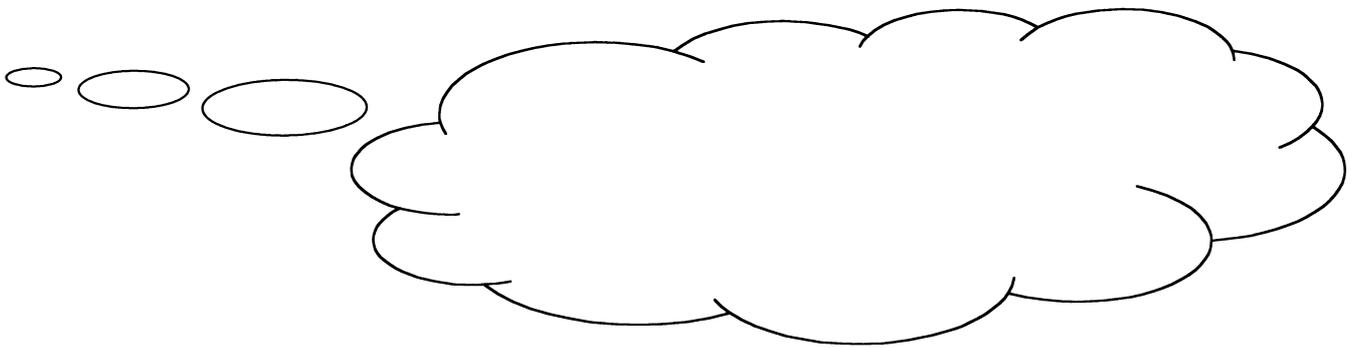
Term 1: Lesson 19 CONSCIENCE – GUIDING US FROM WITHIN

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

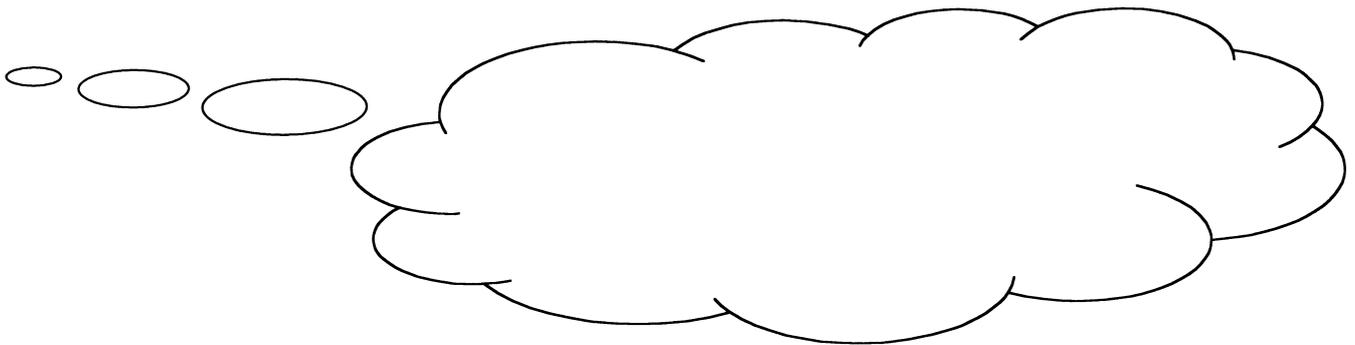
Fully Alive 2 Activity Book

ON THE CHEAP...

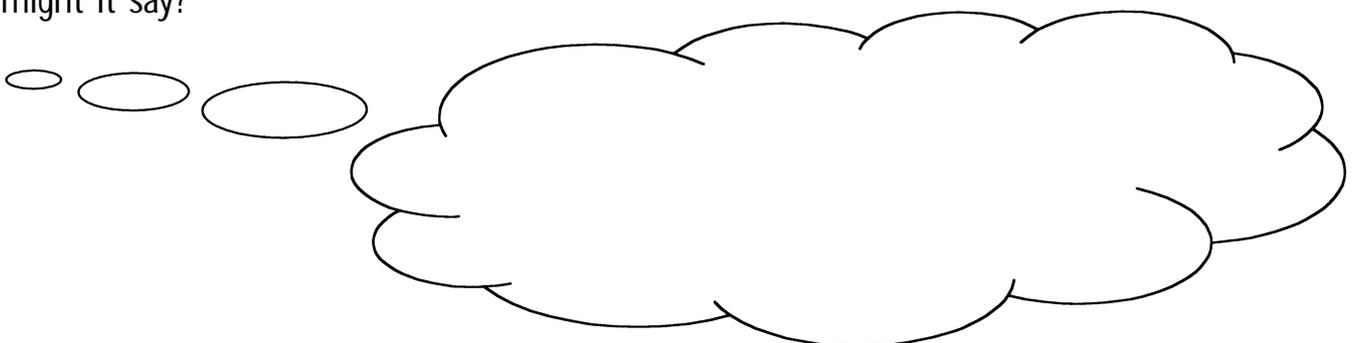
Another student asks you if you are interested in buying a mobile phone on the cheap. They tell you it's the latest model and you can have it for just fifty pounds. Immediately you suspect this 'offer'. Fill in the thought bubble below with the first reaction to this 'offer' that your conscience might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

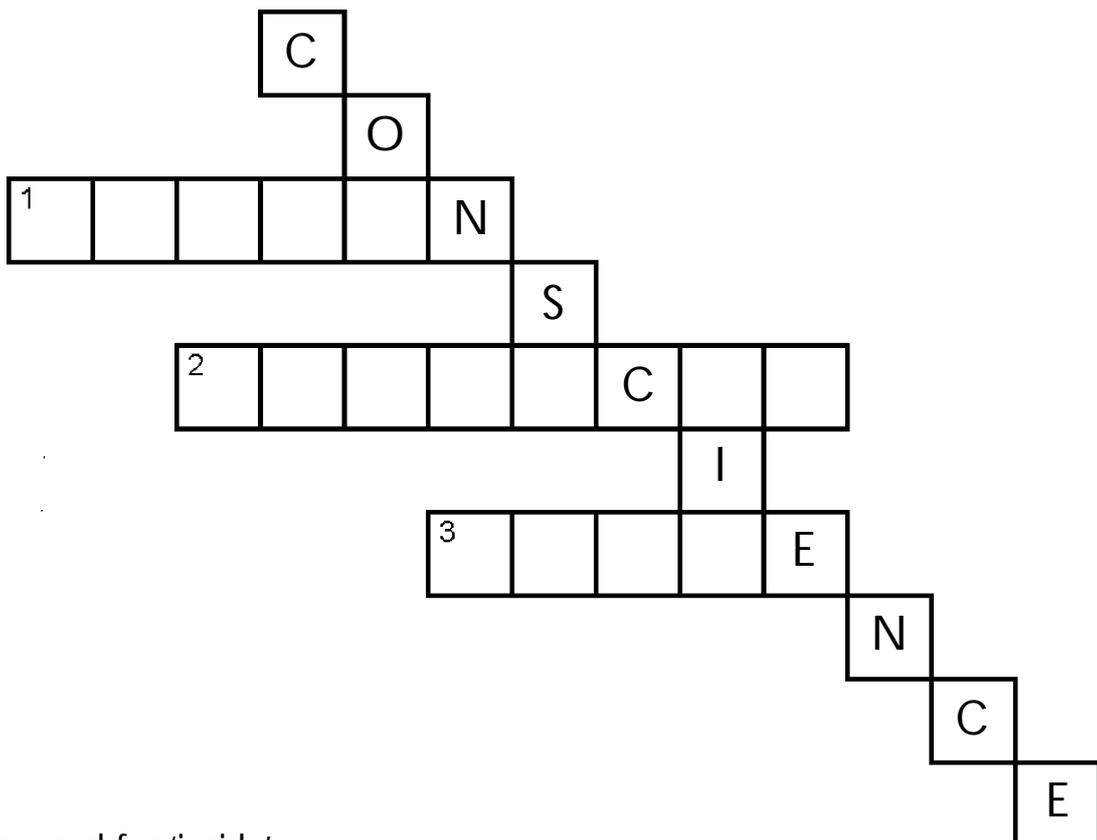
1. Fill in the missing words, using the wordbank below.

Conscience is not merely somebody _____ in my ear; it is not just a _____ or an _____. It is my _____ of what is the _____ thing to do in a particular situation.

WORDBANK

judgement feeling best instinct whispering

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 Activity Book

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



Term 1: Lesson 21 SIN

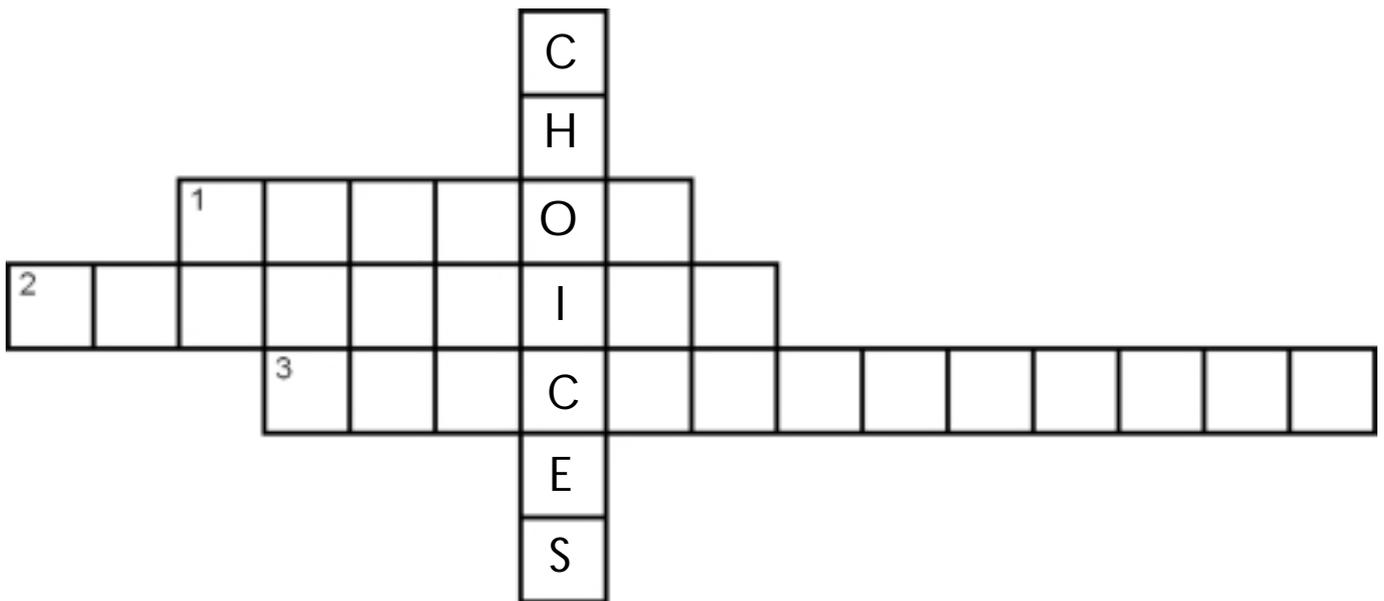
Using pages 64-65 of the Student Textbook, complete the following.

Fully Alive 2 Activity Book

1. Write a definition of sin.

Sin is...

2. Read the clues below, complete the crossword puzzle and identify the *three* factors that determine how serious a sin is.



CLUES

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



Term 1: Lesson 21 SIN

Circle the correct answer.

Fully Alive 2 Activity Book

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
Activity Book

VALUE	EXAMPLE OF HOW I LIVE THIS VALUE
Respect for God	
Respect for prayer and worship	
Respect for myself, my family and others	
Respect for life	
Respect for property	



Term 2: Lesson 1 CONFLICT AND DEALING WITH IT

Complete the following exercises.

Fully Alive 2 Activity Book

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

2. On the lines below, suggest some reasons why there is such conflict.



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 Activity Book

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 2 CONFLICT AMONG THE FOLLOWERS OF JESUS

Find the words listed below in the wordsearch.

Fully Alive 2
Activity Book

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

- PETER PAUL ROME CHRISTIAN APOSTLES
PENTECOST POPE HOLY SPIRIT BISHOP
LEADERSHIP CONFLICT PERSECUTION



Term 2: Lesson 3 THE SPLIT BETWEEN EAST AND WEST

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

Fully Alive 2 Activity Book

AD 27 Pentecost Day – The Holy Spirit comes to the apostles and friends of Jesus.	
AD 64 Persecution of Christians begins.	
AD 311 Constantine becomes Roman Emperor.	
AD 313 Edict of Milan ends the persecution of Christians.	
AD 330 Constantine leaves Rome and goes to Byzantium in the East. The city is renamed Constantinople. For many years the Emperor in the East and the Pope in the West agree and things go well.	
AD 1014 Pope inserts addition to the Creed, which angers Eastern Christians.	
AD 1054 Great Schism (split) occurs.	
AD 1204 Destruction of city of Constantinople. Divisions become fixed.	



Term 2: Lesson 4 THE ORTHODOX CHURCH TODAY

Using pages 95–97 of the Student Textbook, complete the following.

Fully Alive 2 Activity Book

1. After the Great Schism, the Christian Church split into two parts. Name the two parts.

2. Approximately how many Orthodox Christians are there in the world today?

3. Name some of the main places where the Orthodox Church exists today.

4. Give one example of a belief or practice shared by Orthodox and Catholic Christians.

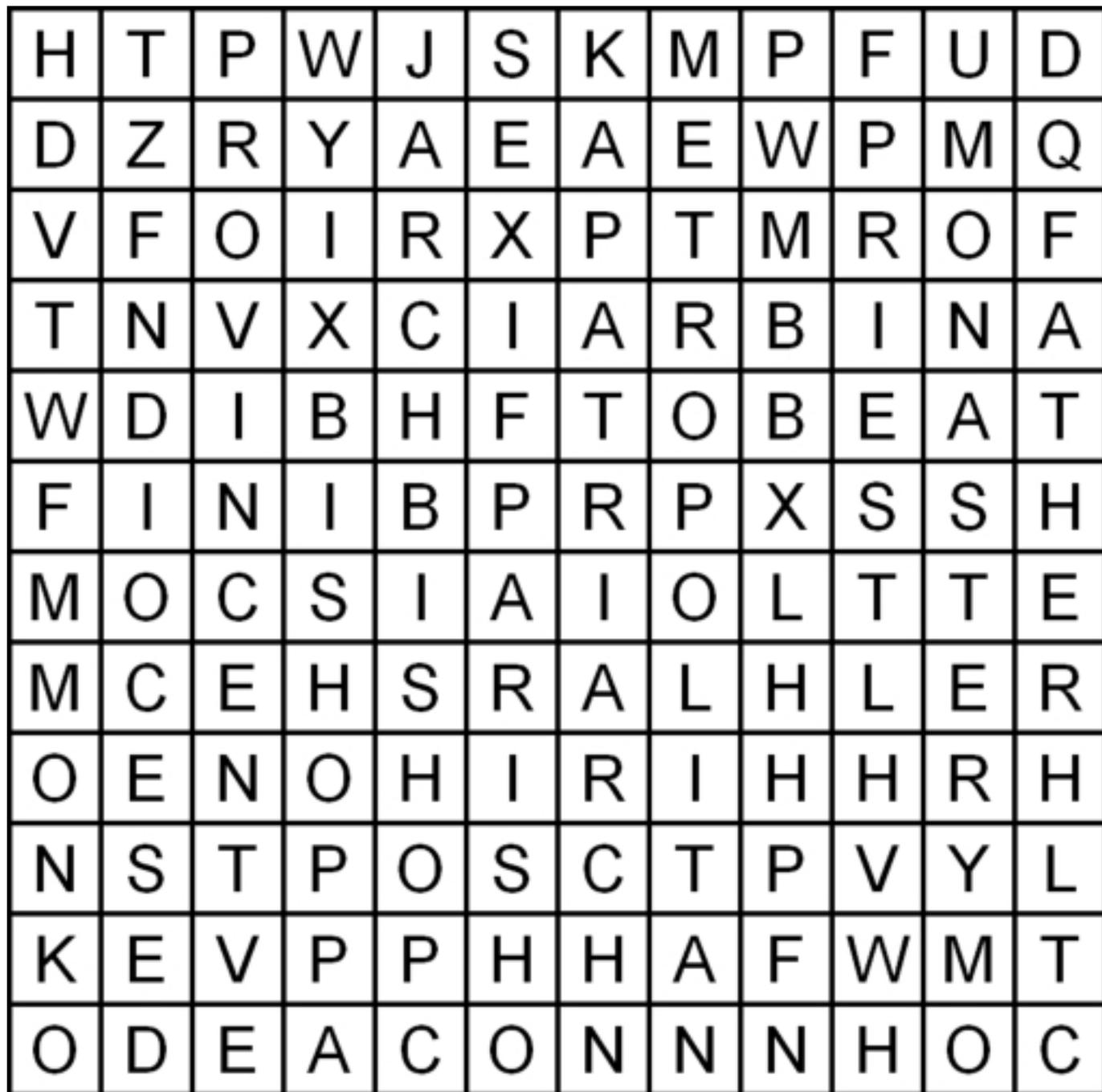
5. Give an example of one of the main differences between Orthodox and Catholic Christians.



Term 2: Lesson 4 THE ORTHODOX CHURCH TODAY

Find the words listed below in the wordsearch.

Fully Alive 2
Activity Book



Metropolitan

Archbishop

Monastery

Patriarch

Province

Diocese

Priest

Parish

Bishop

Father

Deacon

Monk

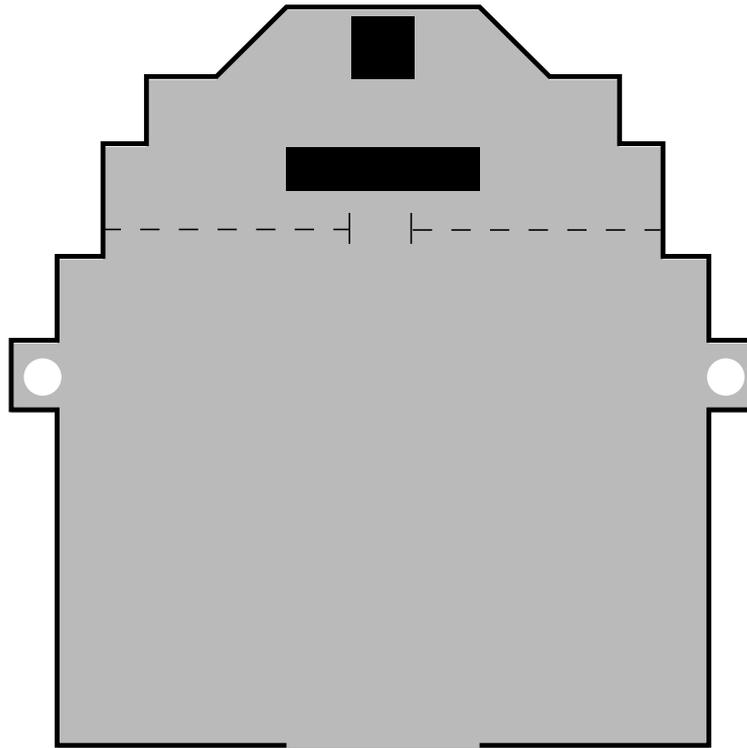


Term 2: Lesson 5 WORSHIP IN THE ORTHODOX CHURCH

Complete the following exercises.

Fully Alive 2 Activity Book

1. Using page 100 of the Student Text, label the following: Bishop's Throne, Holy Table, Iconostasis (Icon Screen), Royal Doors, candles, women, men, entrance.



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
Activity Book

Wittenberg
Summer 1517

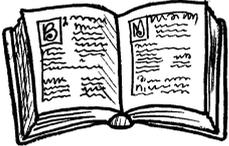
Dear Most Reverend and Holy Father,



Term 2: Lesson 7 MARTIN LUTHER

Complete the timeline by drawing lines to match the event with the correct date/picture. The first one has been done for you.

Fully Alive 2 Activity Book

		LIST OF EVENTS	
1483			Luther pins his '95 Theses' on the church door in Wittenberg
1506			Luther finishes translating the Old Testament into German
1507			Luther hides in Wartburg Castle
1517			Death of Luther
1520			Luther marries Katherine von Bora
1521			Pope Leo condemns Luther
1525			Luther becomes an Augustinian monk
1528			Luther publishes his 'Small Catechism'
1532			Birth of Luther
1546			Luther is ordained a priest



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
Activity Book

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 Activity Book

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

CHRISTIANITY

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

1. _____

2. _____

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

Colour in the following statement:

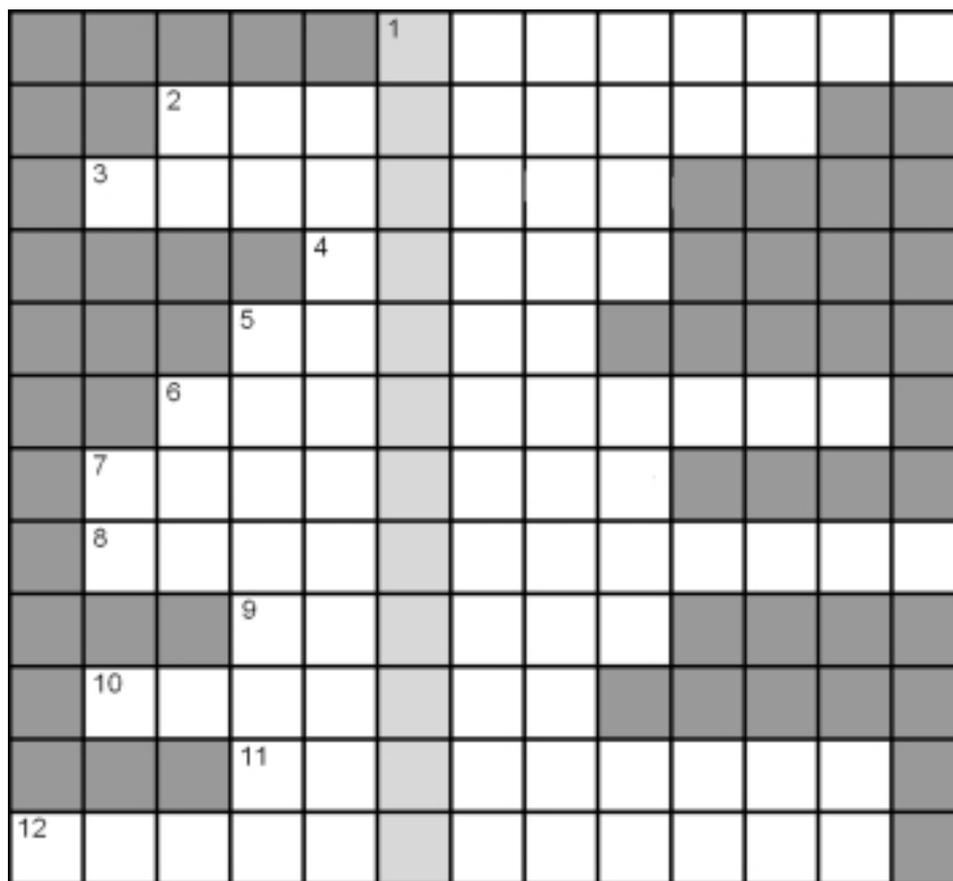
CATHOLICS, REFORMED
AND ORTHODOX ARE
ALL CHRISTIANS.



Term 2: Lesson 9 CHRISTIANITY TODAY

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

Fully Alive 2 Activity Book



Clues Across

1. Name given to a member of the largest single denomination in Northern Ireland. (8)
2. One of the sacraments recognised by all Christians. (9)
3. Name given to the groups of Christians who separated from the Catholic Church in the sixteenth century. (8)
4. One of the treasures shared by all Christians – also known as 'The Word of God'. (5)
5. Name of the founder of Christianity. (5)
6. Term often used to describe Christians who protested against the Catholic Church in the sixteenth century. (10)
7. Another name for a member of the Church of England/Ireland. (8)
8. All Christians believe in all ten of these. (12)
9. Name given to Christian holy day. (6)
10. It is through this sacrament that one becomes a Christian. (7)
11. Smallest of the three main Protestant denominations in Northern Ireland. (9)
12. Largest of the three main Protestant denominations in Northern Ireland. (12)

The mystery word at 1 down is _____.



Term 2: Lesson 10 INTRODUCING THE ANGLICAN COMMUNION

Using the wordbank below, complete the following sentences.

Fully Alive 2 Activity Book

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.

WORDBANK

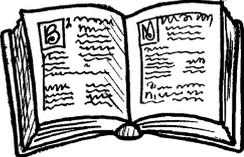
countries Archbishop of Canterbury
Anglican Communion General Synod Archbishop of Armagh
lay people Church of England



Term 2: Lesson 10 INTRODUCING THE ANGLICAN COMMUNION

Complete the table below by filling in some information on each of the key aspects of life in the Anglican Communion today.

Fully Alive 2 Activity Book

 <p>WORD OF GOD</p>	
 <p>SACRAMENTS</p>	
<p>LEADERSHIP/MINISTRY</p> 	
 <p>WORSHIP</p>	
 <p>MEMBERSHIP IN NORTHERN IRELAND</p>	



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 Activity Book

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. The governing body of Methodism in Ireland is the Conference. _____

4. The President leads the Conference and is elected for life. _____

5. The Conference consists of ministers and lay people. _____

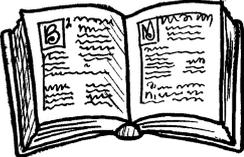
On the lines below, rewrite any of the statements that are false to make them true.



Term 2: Lesson 11 AN INTRODUCTION TO METHODISM

Complete the table below by filling in some information on each of the key aspects of the life of Methodism today.

Fully Alive 2 Activity Book

 <p>WORD OF GOD</p>	
 <p>SACRAMENTS</p>	
<p>LEADERSHIP/MINISTRY</p> 	
 <p>WORSHIP</p>	
 <p>MEMBERSHIP IN NORTHERN IRELAND</p>	



Term 2: Lesson 12 INTRODUCING PRESBYTERIANISM

Using the wordbank below, complete the following sentences.

Fully Alive 2 Activity Book

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.

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

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

WORDBANK

authority

1641

John Knox

equal

elder

Ireland

bishop

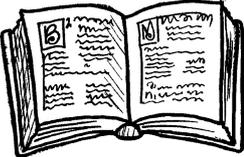
John Calvin



Term 2: Lesson 12 INTRODUCING PRESBYTERIANISM

Complete the table below by filling in some information on each of the key aspects of the life of Presbyterianism today.

Fully Alive 2 Activity Book

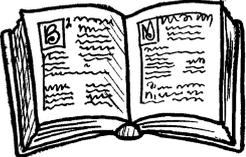
 <p>WORD OF GOD</p>	
 <p>SACRAMENTS</p>	
<p>LEADERSHIP/MINISTRY</p> 	
 <p>WORSHIP</p>	
 <p>MEMBERSHIP IN NORTHERN IRELAND</p>	



Term 2: Lesson 13 AN OVERVIEW OF CATHOLICISM

Complete the table below by filling in some information on each of the key aspects of the life of Catholicism today.

Fully Alive 2 Activity Book

 <p>WORD OF GOD</p>	
 <p>SACRAMENTS</p>	
<p>LEADERSHIP/MINISTRY</p> 	
 <p>WORSHIP</p>	
 <p>MEMBERSHIP IN NORTHERN IRELAND</p>	



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.

Fully Alive 2 Activity Book

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

- Baptism Eucharist Confirmation Reconciliation Anointing of the Sick
 Holy Orders Marriage lay people diocese province parish
 Pope cardinal archbishop bishop priest deacon Rome
 apostles Scripture Tradition Saint Patrick



Fully Alive 2
Activity Book

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. Some sections have been filled already to help you.

DENOMINATION	HISTORY/ NUMBERS	LEADERSHIP	MINISTRY
Catholic			
Church of Ireland		General Synod, which consists of bishops, clergy and lay people. The Synod meets annually and is led by senior Anglican bishop of country.	
Methodist			Two types of minister: <i>itinerant</i> are full time and can be sent to minister anywhere; <i>local</i> are part time and work in their own local area only. Ministry is open to both men and women.
Presbyterian	Based on teachings of John Calvin, Geneva. John Knox brought this teaching to Scotland and in the seventeenth century Scottish settlers brought it to Ulster.		

WORD OF GOD/BIBLE	SACRAMENTS	SUNDAY SERVICE	FREQUENCY OF HOLY COMMUNION
<p>Very important. Plays a major role in celebrations of sacraments and in daily prayer.</p>			
		<p>Morning Prayer and Evening Prayer – led by the minister (rector). Includes scripture, hymns, Apostles' Creed, and sermon.</p>	
			<p>Once a month.</p>
	<p>Two sacraments: Baptism and Communion (The Lord's Supper).</p>		



Term 2: Lesson 14 ECUMENISM

In the space below, create the words 'CHRISTIANS TOGETHER' using cut-out pictures of people from magazines.

**Fully Alive 2
Activity Book**

A large, empty rectangular box intended for students to create the words 'CHRISTIANS TOGETHER' using cut-out pictures of people from magazines.



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.

Fully Alive 2
Activity Book

FACT FILE: THE GOSPEL ACCORDING TO LUKE

FACT FILE: THE GOSPEL ACCORDING TO LUKE	
Author	
Date	
Main point	
Target audience	
Sources	



Term 2: Lesson 15 LUKE THE EVANGELIST

Give an example of a story from Luke's Gospel that demonstrates each of the following qualities of Jesus.

Fully Alive 2 Activity Book

Jesus shows compassion

Jesus reaches out to a non-Jew

Jesus heals through touch

Jesus feels annoyance

Jesus prays

Jesus forgives

Jesus reaches out to sinners

Jesus hears the cry of the poor

Jesus praises a woman's faith

Jesus is afraid



Term 2: Lesson 16 BARTIMAEUS

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

Fully Alive 2 Activity Book

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.

WORDBANK

be quiet praised Jesus David stopped
begging Jericho pity Nazareth
Lord, I want to see thanking faith



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.

Fully Alive 2 Activity Book

Today started like any other day...

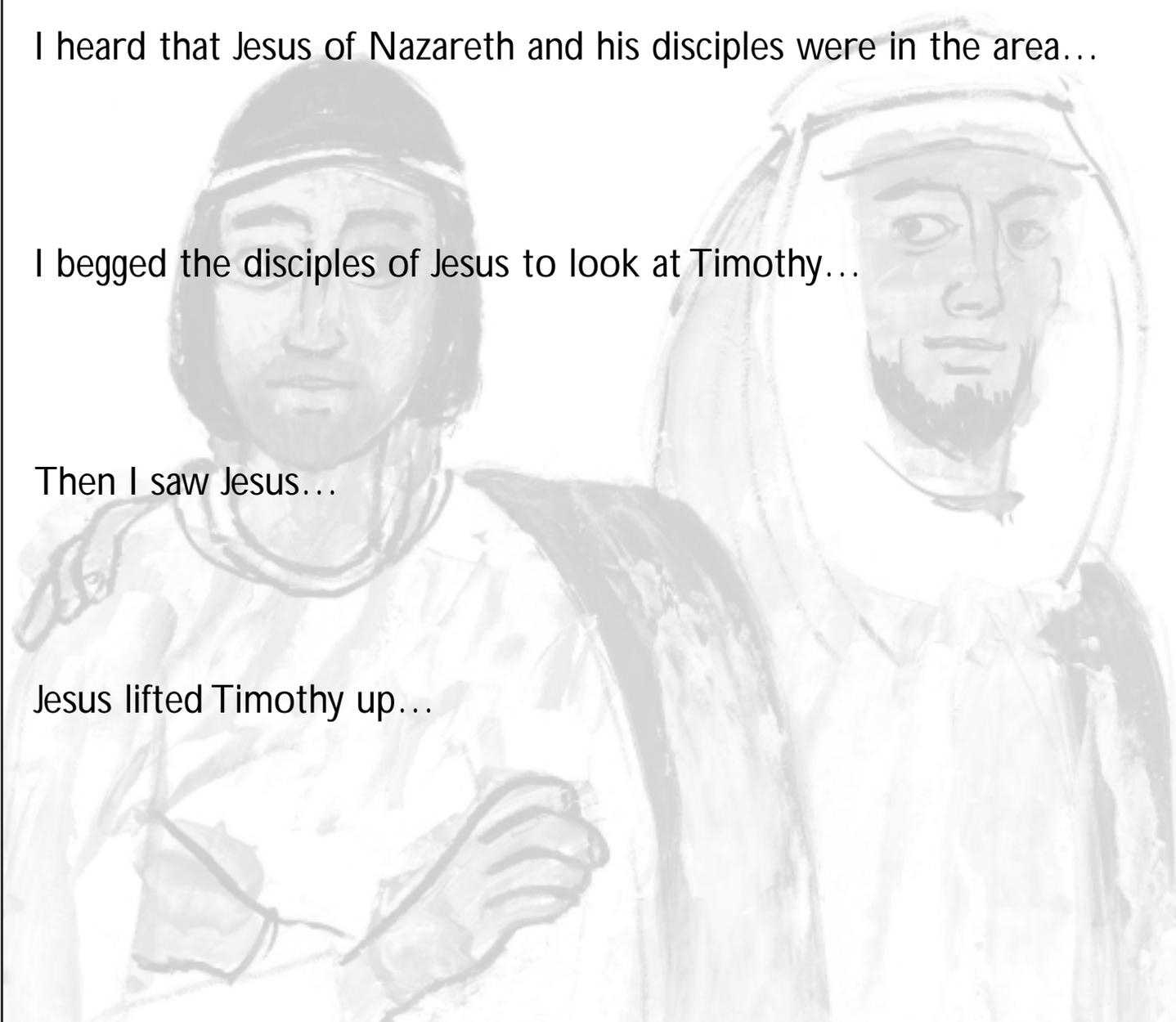
My only son, Timothy, has had a condition since he was a baby...

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

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

Fully Alive 2 Activity Book

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!'

WORDBANK

orders sinking woke waves faith
lake Jesus disciples obey frightened
drown sailing calm sleep storm
boat wind amazed



Term 2: Lesson 18 CALMING THE STORM

Below, write in the telephone number(s), address or website details for the organisations listed.

Fully Alive 2 Activity Book

SAMARITANS

BARNARDOS

CHILDLINE

On the lines below, write down the name(s) and telephone number(s) or web site address for any other 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 Abigail, the daughter of Jairus. On the scroll below, write a letter thanking Jesus for what he has done for you and your family.

Fully Alive 2 Activity Book

Dear Jesus,
This is Abigail. I am writing to tell you...



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

Complete the table by giving an example of each type of miracle.

Fully Alive 2
Activity Book

TYPE OF MIRACLE	EXAMPLE
Healing 	
Expelling demons 	
Nature 	
Raising from the dead 	



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

Complete the following using pages 142–143 of the Student Textbook.

Fully Alive 2 Activity Book

1. The special actions of Jesus have a name.
They are called _____.

2. The miracles of Jesus are signs of the presence of the
_____ of _____.

3. The special actions of Jesus teach us about:
 - (a) _____ We are all God's children and God loves us and wants us to know that we are precious and unique.

 - (b) _____ Jesus was not afraid to get involved in people's lives. He showed people that they could trust him.

 - (c) _____ Jesus showed us how to respect and care for other people and include them in our lives.



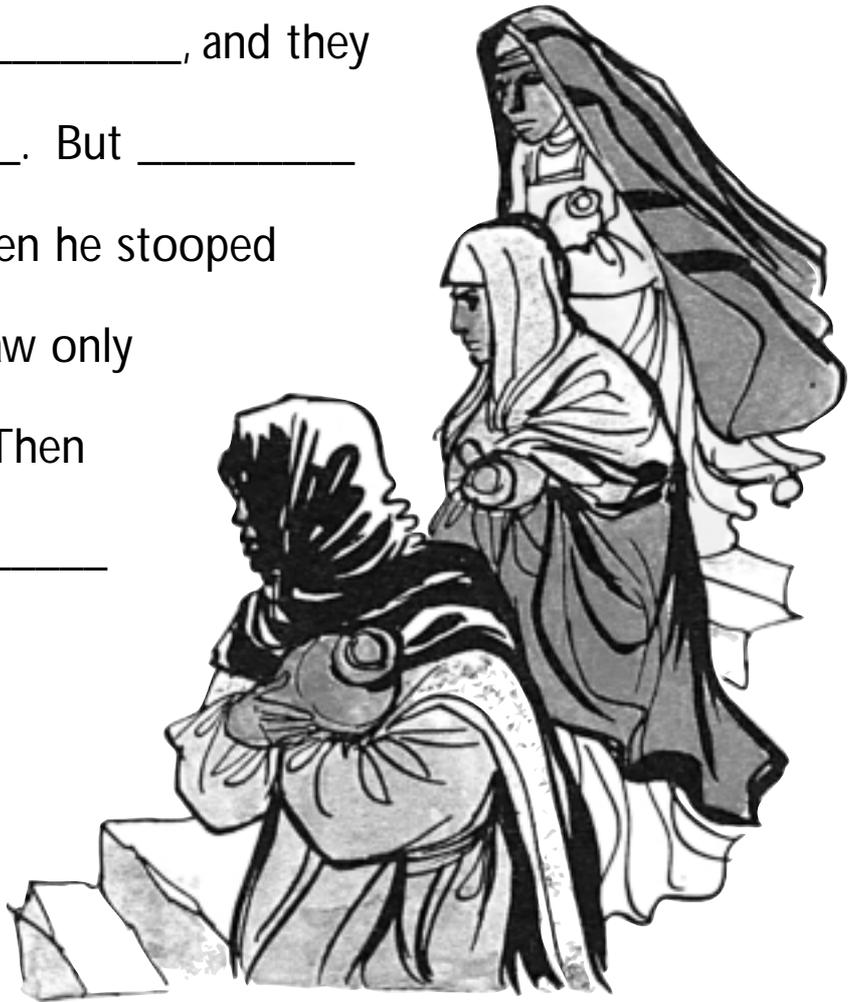
Term 3: Lesson 1 THE EMPTY TOMB

Using the wordbank below, complete the following.

Fully Alive 2 Activity Book

Very early on _____ morning the _____ went to the _____, carrying _____ that they had prepared. When they found the _____ rolled away from the entrance, they went in. But they did not find the _____ of the _____, and they did not know what to think. Suddenly two _____ in shining _____ clothes stood beside them. The women were _____ and bowed to the ground. But the men said, 'Why are you looking in the place of the dead for someone who is _____? Jesus isn't here! He has been _____ from death. Remember that while he was still in _____, he told you, "The Son of _____ will be handed over to sinners who will _____ him to a _____. But _____ days later he will _____ to life." ' Then they remembered what Jesus had said. Mary _____, Joanna, _____ the mother of James, and some other women were the ones who had gone to the tomb. When they returned, they told the eleven _____ and the others what had happened. The apostles

thought it was all _____, and they would not _____. But _____ ran to the tomb. And when he stooped down and looked in, he saw only the _____ clothes. Then he returned, _____ what had happened.



WORDBANK

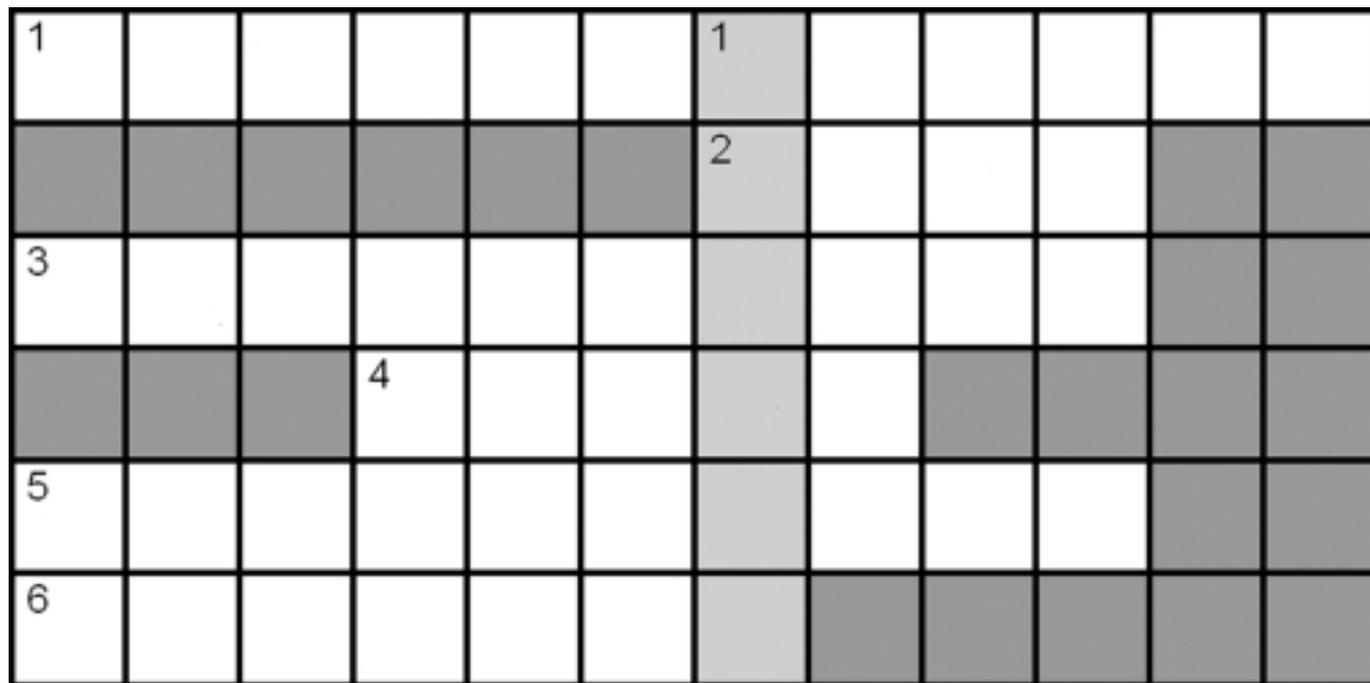
Mary nail nonsense afraid men Jesus
raised Galilee believe stone burial
wondering spices apostles Sunday three
Peter women Man tomb Lord Jesus
white Magdalene body cross living rise



Term 3: Lesson 2 EMMAUS

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

Fully Alive 2 Activity Book



Across

1. Name given to event where Jesus rose from the dead. (12)
2. Consisted of bread, wine and other food. (4)
3. Feeling the two disciples had when Jesus spoke with them. (10)
4. When this was blessed and broken the disciples were able to recognise Jesus. (4)
5. Jesus explained these to the disciples as he walked with them. (10)
6. Name of one of the disciples in the story. (7)

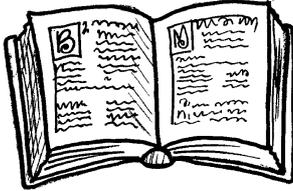
Mystery word at 1 down is _____



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.

Fully Alive 2 Activity Book

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



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

Using the wordbanks, complete the sentences below by filling in the missing words.

Fully Alive 2 Activity Book

Jesus suddenly appeared in the middle of the _____ where his _____ and friends were hiding. He was _____. He said '_____'. They were _____ and thought that he was a _____. Jesus invited them to _____ his hands and his _____. He asked them for something to _____. He explained to them the meaning of the _____. He told them to wait in _____ until they had received the _____.

WORDBANK

touch Holy Spirit transformed feet Jerusalem
room Scriptures ghost Peace be with you
apostles frightened eat

The Risen _____ led his friends out to _____ and then he _____ up his hands and _____ them. As he was doing this he was taken up to _____. After his disciples had _____ him, they returned to _____. They spent their time in the _____ praising God.

WORDBANK

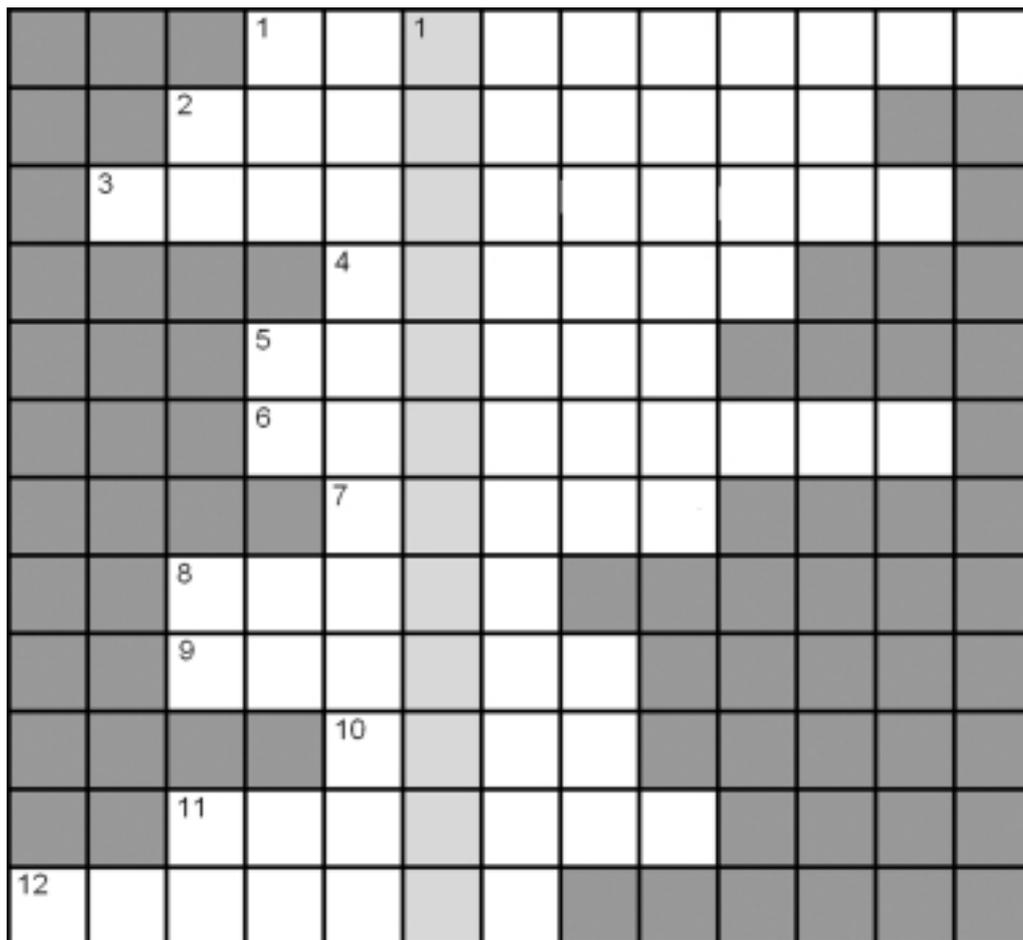
heaven Temple blessed Jesus Jerusalem
worshipped raised Bethany



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 Activity Book



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

Around the symbol below, write some words or phrases that you think reflect what L'Arche communities are about.

Fully Alive 2
Activity Book





**Fully Alive 2
Activity Book**

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.

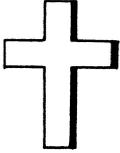
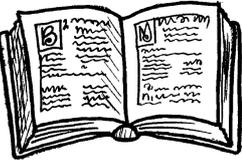
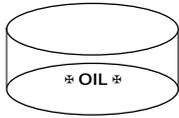
THANK YOU, GOD, FOR THE
GIFTS YOU HAVE GIVEN TO ME.



**Fully Alive 2
Activity Book**

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

Draw lines to match the part of the sacrament of the Anointing of the Sick with its correct description. The first one has been done to help you.

 <p>Greeting</p>	<p>The priest dips his finger into the oil and makes the sign of the cross on the person's forehead and hands.</p>
 <p>Sorrow for Sin</p>	<p>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.</p>
 <p>The Word of God</p>	<p>The priest greets everyone. He may sprinkle some holy water as a reminder of Baptism and give a blessing.</p>
 <p>Litany (Prayers of Intercession)</p>	<p>The priest says a prayer of thanks for the oil of the sick.</p>
 <p>Laying on of Hands</p>	<p>This could be a story from one of the Gospels recalling Jesus healing someone who was sick.</p>
 <p>Blessing and prayer over the oil</p>	<p>Those present recall God's mercy and forgiveness for our sins.</p>
 <p>Anointing</p>	<p>In silence, the priest lays his hands on the head of the person who is sick.</p>
 <p>Prayer after the anointing, the Lord's Prayer and final blessing</p>	<p>These prayers are for the person who is sick and for all those who take care of the sick.</p>



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

Complete the two passports below for Abraham and Moses.

Fully Alive 2
Activity Book

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

Complete the following by drawing lines to match the item to the correct description. The first one has been done to help you.

Fully Alive 2
Activity Book

The Shema	Leather pouch or box which Jewish men tie to their arms and foreheads
Mezuzah	Jewish name for God
Kippah	Jewish sacred text – also known as Tanakh
Prayer shawl	Building where Jews gather for prayer
Siddur	Seven-branched candlestick
Tefillin	Prayer containing the most important verses of Jewish scripture
Menorah	Special shawl worn by Jewish men during prayer
Written Torah and Talmud	Jewish prayer book
Synagogue	Small skull-cap worn by Jewish men during prayer
Sabbath	Small box attached to doorpost of Jewish home
Yahweh	Jewish Holy Day



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.

Fully Alive 2
Activity Book

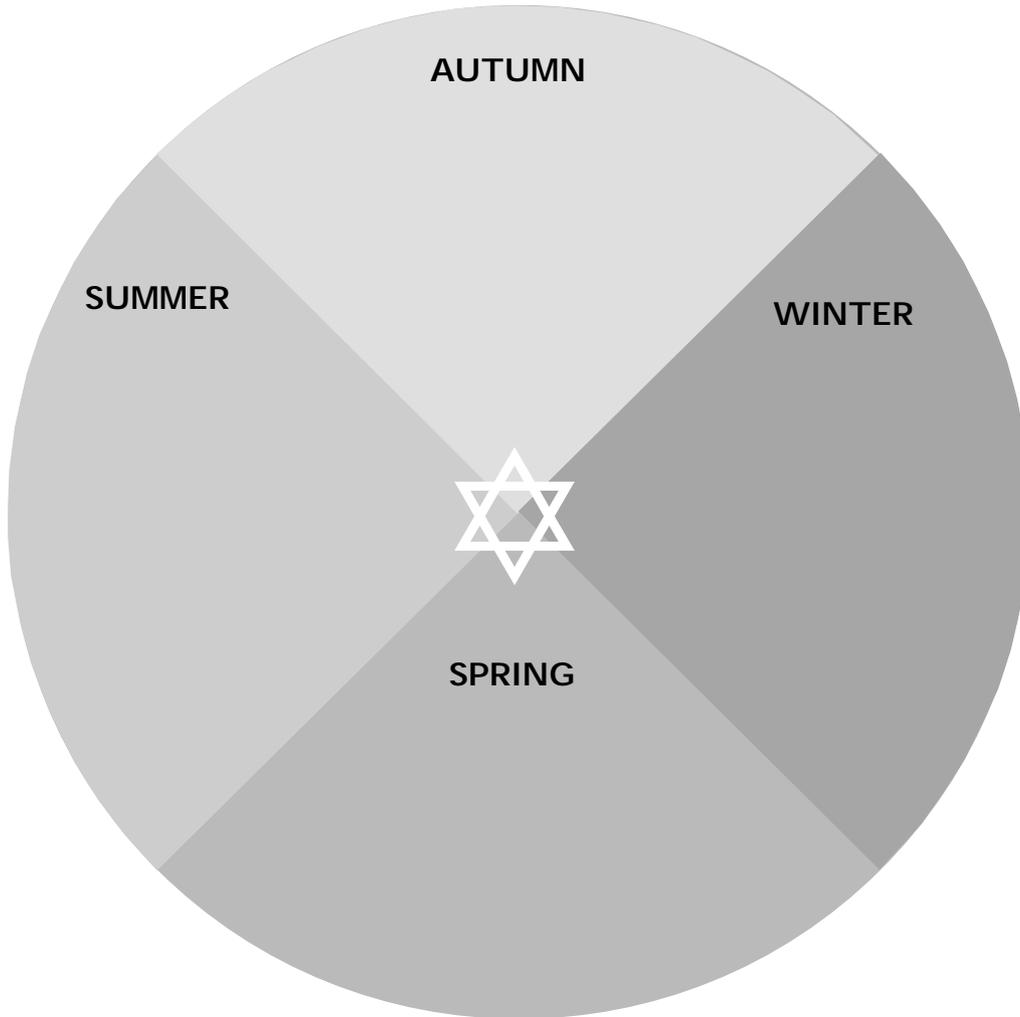


Shema	Tefillin	Mezuzah	Prayer Shawl	Kippah	Yahweh	Adonai
Menorah	Temple	Synagogue	Rabbi	Siddur	Sabbath	Jerusalem
Hebrew	Havdalah	Torah	Tanakh	Talmud	Pentateuch	Prophets
		Writings	Orthodox	Reformed		



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 10 FEASTS, FESTIVALS AND FOOD IN THE JEWISH TRADITION

In the space below, create a kosher dinner menu for a Jewish family.

Fully Alive 2
Activity Book

Starter

Main Course

Dessert



Term 3: Lesson 11 JUDAISM – FROM BIRTH TO DEATH

Using pages 184-185 of the Student Textbook, complete the following exercises.

Fully Alive 2 Activity Book

1. Draw lines to match the item to the correct description.

Brit Milah	Specially trained person who performs circumcision
Sandek	'Coming of age' ceremony for a Jewish boy
Mohel	Jewish godfather
Bar Mitzvah	'Coming of age' ceremony for a Jewish girl
Bath Mitzvah	Ceremony during which the Jewish male child is circumcised

2. On holidays you witness a Jewish wedding ceremony. Complete the postcard below by describing what you saw.

Hi there...

Having a wonderful holiday! Witnessed a Jewish wedding yesterday. It was amazing.

The bride...



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

REFEREE QUESTIONS FOR THE ENVIRONMENT GAME (1)

Fully Alive 2 Activity Book

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 Activity Book

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 Activity Book

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)