

SCHEME OF WORK
CHRISTIAN RELIGIOUS EDUCATION
FORM 3 2026
TERM II
NDALANI SECONDARY SCHOOL

WK	LSN	TOPIC	SUB-TOPIC	OBJECTIVES	T/L ACTIVITIES	T/L AIDS	REFERENCE	REMARKS
1	OPENER EXAMS							
2	1	PROPHET AMOS	Background to Prophet Amos - Historical and personal context Political and economic background	By the end of the lesson, the learner should be able to: Identify the historical background of Prophet Amos. Describe Amos' personal life, occupation, and ministry period. Explain the significance of a Judean prophet sent to Israel. Analyze the reigns of Jeroboam II and Uzziah.	Q/A: Review prophets from previous units. Map work: Locate Tekoa, Israel's boundaries. Discussion: Amos as shepherd and sycamore tree tender. Timeline: Contemporary kings (786-743 BCE Israel, 783-742 BCE Judah). Analysis: Why God sent Judean prophet to Northern Kingdom.	The Bible.	KLB Secondary CRE Form 3, Pages 41-44	
	2	PROPHET AMOS	Social and religious background	By the end of the lesson, the learner should be able to: Identify social problems and moral decline during Amos' time. Explain corruption in law courts and declining morality. Describe religious hypocrisy in Northern Kingdom. Analyze worship centers and idolatrous practices.	Discussion: How wealth led to social corruption and bribery. Analysis: Sexual immorality and breakdown of covenant brotherhood. Map work: Locate Bethel, Gilgal, Samaria as worship centers. Q/A: Combining Yahweh worship with idols (Sakkuth, Kaiwan).	The Bible.	KLB Secondary CRE Form 3, Pages 45-46	
	3	PROPHET AMOS	The call of Amos and confrontation with Amaziah	By the end of the lesson, the learner should be able to: Describe the compelling nature of Amos' prophetic call around 758 BCE. Explain Amos' ministry at Bethel shrine. Analyze the confrontation with Amaziah the priest. Evaluate Amos' response about his calling and background.	Bible reading: Amos 1:1, 3:8, 7:10-17. Discussion: Lion's roar metaphor for irresistible divine call. Analysis: Amaziah's accusation and order to leave Israel. Role play: Confrontation between Amos and Amaziah. Q/A: Amos' defense - not professional prophet but called by God.	The Bible.	KLB Secondary CRE Form 3, Pages 46-48	
	4	PROPHET AMOS	Lessons from Amos' call and the five visions introduction Visions of locusts and fire	By the end of the lesson, the learner should be able to: Identify lessons Christians learn from Amos' calling. Explain how God uses ordinary people for	Discussion: Amos as ordinary shepherd called to ministry. Q/A: How students can serve God regardless of status. Explanation: Difference between vision and dream.	The Bible.	KLB Secondary CRE Form 3, Pages 48-50	

			- God's mercy through intercession	extraordinary work. Define vision as medium of divine revelation. Describe the progression of Amos' five visions.	Overview: Five visions showing progression from mercy to judgment.			
3	1	PROPHET AMOS	Visions of plumb line and summer fruits - Inevitable judgment	By the end of the lesson, the learner should be able to: Explain the third vision of plumb line and crooked wall. Describe the fourth vision of basket of ripe summer fruits. Analyze the significance of Amos' silence in these visions. Evaluate Israel being "ripe for destruction."	Bible reading: Amos 7:7-9, 8:1-3. Demonstration: Plumb line as builder's tool for checking walls. Analysis: Israel like crooked wall about to collapse. Discussion: Summer fruits as timing metaphor for judgment. Q/A: Why Amos stopped interceding for Israel.	The Bible.	KLB Secondary CRE Form 3, Pages 50-51	
	2	PROPHET AMOS	Vision of altar destruction and modern significance of visions Social justice teachings - Slavery, exploitation, and sexual immorality	By the end of the lesson, the learner should be able to: Describe the fifth vision of altar destruction at Bethel. Explain complete judgment with no escape possible. Analyze how God still speaks through visions today. Evaluate the role of visions in modern church guidance.	Bible reading: Amos 9:1-4. Description: Destruction of altar and all worshippers. Discussion: No hiding place from God's judgment. Analysis: Examples of modern prophetic visions in churches. Q/A: How visions help in church decisions and leadership.	The Bible. The Bible	KLB Secondary CRE Form 3, Pages 51-53	
	3	PROPHET AMOS	Breaking laws on pledges, bribery, and corruption	By the end of the lesson, the learner should be able to: Explain God's laws on garments taken as pledges. Describe corruption in law courts and bribery practices. Analyze how rich violated lending laws for profit. Evaluate the breakdown of justice system in Israel.	Bible reading: Exodus 22:26-27, Deuteronomy 24:10-13, Amos 5:10-15. Discussion: Why poor person's garment shouldn't be kept overnight. Analysis: How elders took bribes and perverted justice. Q/A: Examples of oppression in city gates and courts. Modern application: Current corruption in Kenya.	The Bible.	KLB Secondary CRE Form 3, Pages 56-57	
	4	PROPHET AMOS	Greed, luxury, and cheating in business	By the end of the lesson, the learner should be able to: Describe excessive luxury of rich at expense of poor. Explain false security of	Bible reading: Amos 4:1-3, 6:1-8, 8:4-6. Discussion: Rich women compared to "cows of Bashan". Analysis: Leaders sitting "at ease" feeling	The Bible.	KLB Secondary CRE Form 3, Pages 57-59	

				wealthy leaders. Analyze cheating practices by merchants and traders. Evaluate violations of fair business laws.	"secure". Description: False scales, overcharging, poor quality goods. Q/A: Merchants eager to end religious festivals for business.			
4	1	PROPHET AMOS	Relevance of social justice teachings for Christians today Hypocritical religion - External observance without inner piety	By the end of the lesson, the learner should be able to: Identify modern social evils Amos would condemn in Kenya. Explain how Christians should respond to social injustice. Analyze the church's role in promoting justice. Evaluate practical ways to combat corruption and exploitation.	Brainstorming: Social evils in Kenya (corruption, exploitation, sexual immorality). Discussion: Christian responses to injustice. Analysis: Church as conscience of society. Action planning: Combating injustice through advocacy, education, example. Q/A: Successful justice movements.	The Bible. The Bible.	KLB Secondary CRE Form 3, Pages 59-61	
	2	PROPHET AMOS	God's demand for justice and relevance for Christians	By the end of the lesson, the learner should be able to: Explain Amos' call for justice flowing like waters. Describe what true religion means according to Amos. Analyze relationship between worship and social behavior. Evaluate how Christians can avoid insincere worship.	Bible reading: Amos 5:24 - "Let justice roll down like waters". Discussion: True worship involving whole life commitment. Analysis: Connection between ritual and ethical behavior. Q/A: Ensuring worship reflects genuine faith. Case study: Examples of authentic Christianity.	The Bible.	KLB Secondary CRE Form 3, Pages 63-65	
	3	PROPHET AMOS	Judgment on surrounding nations	By the end of the lesson, the learner should be able to: Explain God's judgment on Syria, Philistia, Tyre, Edom, Ammon, Moab. Describe specific crimes committed by each nation. Analyze the "three transgressions and four" formula. Evaluate God's universal moral demands on all peoples.	Bible reading: Amos 1:3-2:3. Discussion: War crimes, slave trading, treaty breaking. Map work: Locate nations mentioned in judgments. Analysis: God's moral standards apply to all nations. Q/A: Universal nature of divine justice.	The Bible	KLB Secondary CRE Form 3, Pages 65-67	
	4	PROPHET AMOS	God's judgment on Israel and	By the end of the lesson, the learner should be able to:	Bible reading: Amos 2:4-16, 3:1-2. Discussion: Why Israel	The Bible.	KLB Secondary CRE Form 3,	

			Judah Forms of punishment and call for repentance	Describe God's judgment pronounced on His chosen people. Explain why Israel would receive heavier punishment. Analyze Israel's specific sins inviting judgment. Evaluate privilege and responsibility of divine election.	least expected judgment. Analysis: Greater punishment for greater privilege. List: Israel's sins (idolatry, injustice, immorality, hypocrisy). Q/A: Accountability of chosen people.		Pages 67-68	
5	1	PROPHET AMOS	Relevance of judgment teachings for Christians	By the end of the lesson, the learner should be able to: Explain relevance of Amos' judgment message for Christians. Describe God's universal moral expectations today. Analyze balance between divine judgment and mercy. Evaluate how Christians should face challenges with hope.	Discussion: God's judgment applies to all nations today. Analysis: Christian responsibility for righteous living. Q/A: Learning from exile for facing modern challenges. Application: Trusting God's sovereignty in difficulties. Reflection: Personal and national accountability.	The Bible.	KLB Secondary CRE Form 3, Pages 71-72	
	2	PROPHET AMOS	Israel's election - Concept, misunderstandi ng, and God's universal activity Relevance of election for Christians	By the end of the lesson, the learner should be able to: Define biblical concept of election and covenant relationship. Explain Israel's misunderstanding of divine favor. Describe God's work among all nations. Analyze God's freedom to choose and reject peoples.	Bible reading: Amos 2:9-11, 3:1-2, 9:7. Discussion: Election for service, not privilege. Analysis: "Are you not like Ethiopians to me?" Q/A: God bringing other peoples to their lands. Comparison: True vs. false understanding of election.	The Bible. Covenant relationship info. Chart of God's universal activity. Election concepts comparison. The Bible.	KLB Secondary CRE Form 3, Pages 72-74	
	3	PROPHET AMOS	The Day of the Lord - Expectations vs. reality	By the end of the lesson, the learner should be able to: Describe Israel's expectations of Day of the Lord. Explain Amos' reversal of popular hopes. Analyze the Day as darkness rather than light. Evaluate cosmic signs and universal mourning.	Bible reading: Amos 5:18-20, 6:3-5, 8:7-13. Discussion: Popular expectation vs. Amos' warning. Analysis: Day of terror for rich oppressors. Metaphor: Escaping lion to meet bear and snake. Description: Eclipse, earthquake, mourning customs.	The Bible.	KLB Secondary CRE Form 3, Pages 75-77	
	4	PROPHET AMOS	Relevance of Day of the Lord	By the end of the lesson, the learner should be able to:	Discussion: Day of Lord as Second Coming. Bible	The Bible. .	KLB Secondary CRE Form 3,	

			for Christians	Explain Christian understanding as Second Coming of Christ. Describe Jesus' return as Lord and Judge. Analyze Christian preparation for Parousia. Evaluate importance of righteous living in expectation.	reading: Mark 13:32-36 on unknown timing. Analysis: How Christians should prepare for return. Q/A: Judgment day for everyone's actions. Reflection: Personal readiness for Christ's coming.		Pages 77-78	
6	1	PROPHET AMOS	The remnant concept and restoration promises Relevance of remnant teaching for Christians	By the end of the lesson, the learner should be able to: Define remnant as faithful survivors of judgment. Explain Amos' teaching about sieving Israel. Describe restoration of Davidic kingdom. Analyze material prosperity in restored land.	Bible reading: Amos 9:8-15. Discussion: Remnant as grain vs. chaff in sieve. Analysis: Restoration under new Davidic king. Description: Great harvests, rebuilt cities, return from exile. Example: Elijah and 7,000 faithful to God.	The Bible. The Bible.	KLB Secondary CRE Form 3, Pages 78-80	
	2	PROPHET AMOS	Synthesis of Amos' major teachings	By the end of the lesson, the learner should be able to: Synthesize social justice, hypocritical religion, judgment, election themes. Evaluate balance between judgment and hope in Amos. Analyze interconnection of all prophetic themes. Assess Amos' contribution to prophetic tradition.	Review: All major themes and their relationships. Discussion: How judgment leads to purification and restoration. Analysis: Amos' influence on later prophets. Q/A: Continuing relevance for modern Christians.	The Bible.	KLB Secondary CRE Form 3, Pages 82-84	
	3	PROPHET AMOS PROPHET JEREMIAH	Contemporary applications and Christian discipleship Background to Prophet Jeremiah - Political context	By the end of the lesson, the learner should be able to: Apply Amos' teachings to modern Christian living. Identify ways to promote social justice today. Explain authentic worship vs. religious hypocrisy. Evaluate Christian responsibility in society.	Discussion: Practical applications of Amos' message. Action planning: Promoting justice in community. Analysis: Avoiding religious hypocrisy. Q/A: Church's prophetic role in society. Commitment: Personal response to prophetic calling.	The Bible.	KLB Secondary CRE Form 3, Pages 82-84	
	4	PROPHET JEREMIAH	Social and economic background	By the end of the lesson, the learner should be able to: Describe the social conditions	Discussion: How wars affected Judah's economy and society. Analysis: Rich vs.	The Bible.	KLB Secondary CRE Form 3, Pages 68-69	

				in Judah during Jeremiah's time. Explain economic problems and social stratification. Analyze the impact of foreign invasions on society. Evaluate corruption and breakdown of social order.	poor disparity during crisis periods. Q/A: Impact of tribute payments to foreign powers. Case study: Social breakdown during siege conditions.			
7	1	PROPHET JEREMIAH	Religious background and syncretism	By the end of the lesson, the learner should be able to: Identify religious practices in Judah during Jeremiah's ministry. Explain the influence of foreign religions and syncretism. Describe idol worship and pagan practices. Analyze the religious reforms and their failures.	Discussion: How political alliances brought foreign religious practices. Analysis: Worship of Molech, Asherah poles, high places. Q/A: King Josiah's reforms and their temporary nature. Map work: Locate high places and pagan worship sites.	The Bible. Information about ancient pagan religions. Pictures of ancient idols. Religious practices comparison chart.	KLB Secondary CRE Form 3, Pages 69-70	
	2	PROPHET JEREMIAH	Jeremiah's personal life and family background Jeremiah's call - The divine encounter	By the end of the lesson, the learner should be able to: Describe Jeremiah's family background and hometown Anathoth. Explain his priestly heritage and early influences. Analyze his personality traits and emotional nature. Evaluate his role as the "weeping prophet."	Bible reading: Jeremiah 1:1. Discussion: Anathoth as priestly city near Jerusalem. Analysis: How priestly background influenced his ministry. Q/A: Jeremiah's emotional and sensitive nature. Character study: Jeremiah's personality and calling.	The Bible. Pictures of almond branches.	KLB Secondary CRE Form 3, Pages 70-71	
	3	PROPHET JEREMIAH	Jeremiah's commission and mission	By the end of the lesson, the learner should be able to: Explain Jeremiah's commission as prophet to the nations. Describe his mission to "uproot, tear down, destroy, build, plant." Analyze the scope of his prophetic ministry. Evaluate God's promises of protection and presence.	Discussion: Jeremiah as prophet to nations, not just Judah. Analysis: Dual mission of destruction and restoration. Q/A: Six-fold commission (uproot, tear down, destroy, overthrow, build, plant). Application: How God prepares and equips His servants.	The Bible.	KLB Secondary CRE Form 3, Pages 74-75	
	4	PROPHET JEREMIAH	Evils addressed by Jeremiah -	By the end of the lesson, the learner should be able to:	Bible reading: Jeremiah 14:14, 27:9, 29:8-9.	The Bible. I The Bible.	KLB Secondary CRE Form 3,	

			Necromancy and false prophecy Dishonesty, human sacrifice, and idolatry	Identify the evil practices that Jeremiah condemned. Explain necromancy and consultation of the dead. Describe the problem of false prophecy in Judah. Analyze Jeremiah's confrontation with false prophets like Hananiah.	Discussion: Necromancy as forbidden practice in Israel. Analysis: False prophets promising peace without repentance. Case study: Jeremiah vs. Hananiah (Jeremiah 28). Q/A: How to distinguish true from false prophecy.		Pages 74-76	
8-9	MID TERM EXAMS AND BREAK							
10	1	PROPHET JEREMIAH	The Temple Sermon - Content and significance	By the end of the lesson, the learner should be able to: Describe Jeremiah's famous Temple Sermon. Explain his call for genuine repentance and reform. Analyze the people's false confidence in the Temple. Evaluate Jeremiah's conditions for remaining in the land.	Bible reading: Jeremiah 7:1-15. Discussion: Context of Temple Sermon delivery. Analysis: "Do not trust in deceptive words: 'This is the temple of the LORD'". Q/A: Conditions for avoiding exile - justice, care for vulnerable, no idolatry. Comparison: Shiloh's destruction as warning.	The Bible.	KLB Secondary CRE Form 3, Pages 78-80	
	2	PROPHET JEREMIAH	Reactions to Temple Sermon and relevance for Christians	By the end of the lesson, the learner should be able to: Describe the various reactions to Jeremiah's Temple Sermon. Explain opposition from priests and false prophets. Analyze the people's resistance to change. Evaluate the relevance of Jeremiah's message for modern Christians.	Discussion: Why religious leaders opposed Jeremiah's message. Analysis: People's preference for comfortable lies over hard truths. Q/A: How modern Christians can avoid false confidence in religious activities. Application: Genuine faith vs. mere religious observance.	The Bible.	KLB Secondary CRE Form 3, Pages 80-82	
	3	PROPHET JEREMIAH	Jeremiah's teachings on judgment and punishment - Divine judgment announced Modes of punishment -	By the end of the lesson, the learner should be able to: Explain Jeremiah's announcement of coming judgment on Judah. Describe the reasons for God's judgment. Analyze the certainty and severity of punishment. Evaluate the role	Bible reading: Jeremiah 5:12-18, 6:1-30. Discussion: Why judgment was inevitable despite warnings. Analysis: Babylon as God's instrument of punishment. Q/A: Specific sins that triggered divine judgment. Timeline: From warning to fulfillment (587	The Bible. The Bible.	KLB Secondary CRE Form 3, Pages 83-85	

			Military, natural, and spiritual	of Babylon as God's instrument.	BCE).			
	4	PROPHET JEREMIAH	Symbolic acts related to judgment - Waistcloth and wine jars	By the end of the lesson, the learner should be able to: Explain Jeremiah's use of symbolic actions to convey God's message. Describe the symbolic act of the linen waistcloth. Analyze the meaning of the wine jars parable. Evaluate the effectiveness of symbolic communication.	Bible reading: Jeremiah 13:1-11, 13:12-14. Demonstration: Burying and retrieving cloth to show decay. Discussion: Wine jars filled and broken symbolizing destruction. Analysis: Why symbolic acts were powerful communication tools. Q/A: How actions reinforced verbal messages.	The Bible. Cloth for demonstration. Empty jars for illustration. Symbolic action examples.	KLB Secondary CRE Form 3, Pages 87-88	
11	1	PROPHET JEREMIAH	Symbolic acts - Celibacy, potter and clay, earthen flask	By the end of the lesson, the learner should be able to: Describe Jeremiah's commanded celibacy and its meaning. Explain the potter and clay object lesson. Analyze the breaking of the earthen flask. Evaluate how these acts proclaimed judgment.	Bible reading: Jeremiah 16:1-4, 18:1-12, 19:1-15. Discussion: Why Jeremiah was forbidden to marry. Demonstration: Potter working clay to show God's sovereignty. Action: Breaking pottery to symbolize destruction. Q/A: Personal cost of prophetic ministry.	The Bible.	KLB Secondary CRE Form 3, Pages 88-90	
	2	PROPHET JEREMIAH	More symbolic acts - Fig baskets and wooden yoke The fall of Jerusalem and exile	By the end of the lesson, the learner should be able to: Describe the vision of two baskets of figs. Explain the symbolism of good and bad figs. Analyze Jeremiah wearing the wooden yoke. Evaluate the message of submission to Babylon.	Bible reading: Jeremiah 24:1-10, 27:1-28:17. Discussion: Good figs (exiles) vs. bad figs (those remaining). Demonstration: Wearing yoke to symbolize submission. Analysis: Why submission to Babylon was God's will. Q/A: Controversy over Jeremiah's political message.	The Bible. The Bible. Historical accounts of siege. Archaeological evidence. Destruction timeline.	KLB Secondary CRE Form 3, Pages 90-91	
	3	PROPHET JEREMIAH	Jeremiah's suffering and lamentations - Plots against his life	By the end of the lesson, the learner should be able to: Describe various plots against Jeremiah's life. Explain opposition from family, friends, and officials. Analyze Jeremiah's emotional	Bible reading: Jeremiah 11:18-23, 12:6. Discussion: Plot by men of Anathoth (his hometown). Analysis: Even family members turned against him. Q/A: Why people wanted to silence	The Bible.	KLB Secondary CRE Form 3, Pages 95-96	

				responses to persecution. Evaluate the cost of prophetic ministry.	Jeremiah. Character study: Jeremiah's perseverance under persecution.			
	4	PROPHET JEREMIAH	Jeremiah's isolation, mockery, and torture Jeremiah's arrest, trial, and imprisonment	By the end of the lesson, the learner should be able to: Describe Jeremiah's lament about his isolation. Explain how he became object of mockery. Analyze his torture by Pashhur the priest. Evaluate Jeremiah's emotional and physical suffering.	Bible reading: Jeremiah 15:10-21, 20:1-6, 20:7-18. Discussion: Jeremiah's complaint about being alone. Analysis: Daily mockery and ridicule he endured. Description: Beating and stocks by Pashhur. Q/A: How suffering affected Jeremiah's ministry.	The Bible. The Bible. Ancient prison conditions. Trial procedures. Survival testimonies.	KLB Secondary CRE Form 3, Pages 95-96	
12	1	PROPHET JEREMIAH	Relevance of Jeremiah's sufferings for Christians	By the end of the lesson, the learner should be able to: Explain how Jeremiah's sufferings relate to Christian experience. Describe the cost of faithful witness. Analyze God's presence in suffering. Evaluate lessons for modern Christians facing persecution.	Discussion: How Christians today face similar challenges. Analysis: Remaining faithful when unpopular. Q/A: God's sustaining grace in difficult times. Application: Learning from Jeremiah's example of perseverance. Testimony: Modern examples of Christian suffering.	The Bible.	KLB Secondary CRE Form 3, Pages 97-98	
	2	PROPHET JEREMIAH	Symbolic acts related to hope - Vision of figs and ox-yoke	By the end of the lesson, the learner should be able to: Describe symbolic acts that conveyed hope and restoration. Explain the vision of two baskets of figs (good exiles). Analyze wearing ox-yoke as temporary submission. Evaluate messages of eventual restoration.	Bible reading: Jeremiah 24:1-10, 27:1-22. Discussion: How good figs represented faithful remnant in exile. Analysis: Yoke as temporary burden before freedom. Q/A: Why hope accompanied judgment messages. Comparison: Judgment vs. restoration symbolism.	The Bible.	KLB Secondary CRE Form 3, Pages 98-99	
	3	PROPHET JEREMIAH	Letter to exiles and buying land The New Covenant prophecy	By the end of the lesson, the learner should be able to: Describe Jeremiah's letter to Babylonian exiles. Explain his advice to settle and seek the city's welfare. Analyze his symbolic purchase of land	Bible reading: Jeremiah 29:1-14, 32:1-44. Discussion: Instructions to build houses, plant gardens, marry. Analysis: "Seek the peace of the city where I have sent you". Description: Buying	The Bible.	KLB Secondary CRE Form 3, Pages 99-100	

				during siege. Evaluate these acts as signs of future hope.	field in Anathoth during siege. Q/A: How these acts demonstrated faith in restoration.			
	4	PROPHET JEREMIAH	Fulfillment of New Covenant in Christ	By the end of the lesson, the learner should be able to: Explain how Jesus fulfilled Jeremiah's New Covenant prophecy. Describe the Last Supper as inauguration. Analyze the role of Christ's death and resurrection. Evaluate the spiritual implications for Christians.	Bible reading: Luke 22:20, Hebrews 8:6-13. Discussion: Jesus' words "This cup is the new covenant in my blood". Analysis: How Christ's sacrifice established new relationship.	The Bible.	KLB Secondary CRE Form 3, Pages 102-103	
13	END TERM EXAMS							

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