**Sequencing Rationale**

 The main idea of this curriculum design is to add a sense of responsibility among the students. At the same time, the course makes students realize the importance of religion and education. The whole point of the exercise is to amalgamate the teaching practices as the religious model. Most of the time, students who are usually good in class would try to run away from religious education. Therefore the idea of the following teaching plans on ablution is to teach ablution to the students in a way that they find most comfortable and attractive. It is important for students to know culture (Gay, 2010). Through Ablution, students can learn to respect their culture. The class environment is generally different from the environment in which traditional religious education is given. I want to change the attitude towards religious education by making the class and lectures as interesting as the core classes.

 A class and lecture is successful only when all students are able to learn maximum knowledge from the teacher. It is a class which involves both students and teachers in the learning process, and they are devoted to the class equally. The teacher’s responsibility is to make every topic and point clear to the students while at the same time take input from the students. They have to keep the students involved in the class throughout the lecture. I want to implement the same theory to my unit on ablution where I make my religious lectures attractive and interesting by applying the learning theories of other subjects which focus on making students' belief practical (Arends, R., & Castle, S., 1991).

 In Saudi Arabia, there are three religions courses for each grade in elementary school. Each course runs for three months. The class meeting with students takes place once a week for forty five minutes. The first course focuses on students' beliefs in Islam. The second course is about the Quran, specifically how to read and interpret it. The third course focuses on action and behavior of practicing. In Saudi Arabia, first grade students take these three religious courses. The curriculum that I have designed will guide teachers in explaining Ablution as an action course during the whole semester.

**Sequencing Strategies**

 The first month is about the introduction and importance of ablution. It is generally thought by many children that ablution is compulsory washing process before the prayer. Other than that, ablution does not have any importance in a life of a Muslim. However this is not true. Ablution looks easy and basic but it is the defining action of Islamic prayer. A Muslim cannot read Quran without doing Ablution. Therefore the students are first given an orientation on ablution and its importance. In the first weeks, students will be asked to give their opinion on ablution. The students will be asked to organize themselves in a way that they feel comfortable being lectured. The students will be asked various questions to know what they already know about ablution. To some up, the first couple classes are spent on discussion activities. The young students are encouraged to talk with the teacher and other classmates. Learning process is interactive.

 Then the actual lectures will begin. To keep the students attentive towards the class, I plan to deliberately leave some loopholes in the lecture. It will make students question me about the introduction and importance of the lecture. Furthermore after the class, the question and answer session will go on. And students will be asked to discuss brief points of the lecture with other students. At the end of the month, the students will be asked to write a short essay on ablution. Whether they make good writing or not is not most important. The point is to give young students a chance to write and think deeply about what they just learned in class.

 In the second month, the students will learn the proper way to perform the ablution. At the beginning of the month, the students will be asked to organize themselves into small groups and find a way that they feel comfortable being lectured. Furthermore, the course and additional materials on the topic will be shared with the students. The students will be asked to briefly go through the materials to know the basic theme of the month. During the classes, the students will be asked questions which they can answer using their materials. The teacher will also deliberately make mistakes in the lecture about the ablution process so that the student can question the teacher. The materials provided will guide the students to question the teacher if they have looked at the materials carefully. At the end of the month, the students will be asked to discuss the topic with each other. And students at random might be asked to summarize the main ideas for the whole class again. Furthermore, the students will also be questioned about the previous month on the introduction and importance of ablution. The objective of this month is to guide students to develop critical thinking and review the lessons taught in the first month.

 In the last month, the students will be asked to perform the ablution practically. In the first weeks, the students will be asked to find partners who they want to practice the activity with. But before allowing students to perform the ablution, an online video guide about ablution will be shown to the students. After that the teacher will perform the ablution in front of the class. The teacher would deliberately miss some steps from the procedure. The reason for this is to lead students to correct the teacher and also to give the valuable lesson to the students that anyone can make a mistake, including the teacher. One should always try to guide others when they make mistake. After the teacher has been corrected by the students, the teacher will perform the ablution again in front of the class. After that, students will be asked to practice the ablution technique and help each other out. The students will also be asked to correct anyone who did not perform the ablution steps correctly. The teacher will also be available throughout the practice to help the students. In the end, the students will be asked to write an essay on what they learned in the last month. Furthermore, the teacher would briefly discuss the class performance with each small group. The objective of this process is they know how to work with each other in team and how to practice ablution correctly.

 I sequenced this course in the above order because it is important to know the meaning of ablution first then the proper way to actually practice the ablution. By this order, students know how to discuss with peers and develop critical thinking in teamwork.

**Resources**

Arends, R., & Castle, S. (1991). *Learning to teach* (Vol. 142). New York: McGraw-Hill.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York and London: Teachers College Press.