**Instructional Design**

**Islamic Studies for First Grade Students**



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**Rationale**

 In any moment, students in Saudi Arabia should have the right knowledge to understand and perform the Ablution and to learn the “Wudu” as part of their religious and traditional beliefs followed in Islam. The Islamic studies have to be learned through practical applications and orientation, which include lectures, questionnaires, and playing fun activities. Other practical applications in the classrooms are teachers miss some part of the Ablution steps and receive corrections from students. These teaching and learning methods focusing on practical applications will help the students to learn the right way of Ablution and to learn the culture of Islam in order to value their religious identity, respect the national culture, and understand their position in the world. Ablution is necessary since students face cultural differences when they face the real world. At that time, it is difficult for them to follow their religious traditions which they are expected to protect. Also, their interest is diminishing as they grow up, and this makes them further away from their Islamic principles. Ablution is one of the pillars of the Islamic traditions and is considered to be an important part of the lives of people in Islam (Committee of Development Curricula, 2013). If taught with the right methodology, the Ablution concept will look more interesting. With contextualized teaching and learning, focusing more upon cross-cultural integration, and connecting many ways and methodologies to convey the simple message of Ablution, the students will see Ablution as a asset to their life, which can link their lived experiences to Islam and transform their interest in Ablution into a learning lesson for their life (Realin, 2007).

**The classroom based problem**

 Teachers at teaching Islamic studies often face the problem of classroom management. Students tend to take the class carelessly and not seriously. Because they are very young, they like to laugh shout and play with each other. They do not want to quiet down to practice Ablution. However Ablution is seriously process and requires students to stay quiet. This problem happens because students do not understand the importance of Ablution. Ablution is a religious practice that is not something students can joke about. This is why I design the first two months to emphasize the importance of it.

**Cross-cultural integration theory**

 Through the methodology of cross-cultural integration, students from different cultures will be able to learn the true value of the Ablution as they will become satisfied with the interesting ways they will be taught about the concept of Ablution (Realin, 2007). The new generation grew up in a multicultural world. They will face people from different culture especially no-Muslims. This why it is important to teach them the value of their culture and understand the differences between their culture and others' culture. This methodology will help students understand the analysis and application of Ablution, avoid the common mistakes, and learn the benefits and Importance of Ablution. Their attitude towards religious education will change, and they will look at Ablution in a different perspective.

 This design will be based on three principal process: Introduction to the importance of Ablution, The right way to perform Ablution, and the Practical example for the students through the contextualized teaching and learning method introduced by Leigh Chiarelott (Chiarelott, 2006). In the introduction process, classes will be organized based on students' inputs on the topic. The teachers get basic ideas about students' background. Then, lectures will be given and followed by one on one questions between Students and teachers and ends with the opinions from students. The second process of the design will include the sharing of course materials through displaying a video presentation to the students about some subjects that are related with Wudu. Next, a lecture will be given from the teacher to explain the right way to perform Wudu and facilitate the discussions between students and teachers.

 The third process of the design focuses on practice. It includes setting up a visual system for viewing online video of a perfect Ablution practice. Then, the teacher will practice Ablution with students watching and questioning. After that, the teacher displays Ablution again. The students then follow the teacher to perform Ablution learning from the inputs from the teacher and helping each other's performance. This can be a big factor in motivating them. Finally, students will be allowed to ask questions and will be asked to have a written conversation of what they learned to share their class performance.

As a result of these designing process, students will learn the concepts, skills, and strategies that will help them to understand the importance of Ablution by contextualized teaching and learning. This theory is defined as a teaching and learning concept that helps teachers relate subject matter content to real world situations as stated by Realin (Realin, 2007). It motivates students to make connections between the knowledge of Ablution and the real world by sharing their knowledge and experience which they have gone through in performing the ablution. It is very important that students are provided with the necessary tools, videos and visual presentations for them to become a perfect Ablution follower for their life and creative and familiar with it.

**Unit Intended Learning Outcomes**

**Subunit One: Introduction**

* Students will be able to answer the questions about what conditions people can do the ablution.(Make the Wudu- Memory will be tested)**.**
* Students will be able to point out what they have to say before and after doing the ablution. (Memory will be at test)**.**
* Students will be able to list the four things which will make them repeat the ablution (e.g. using the Restroom, Heavy sleeping). (Memory testing)**.**
* Students can list for some of the benefits of ablution. (Comprehension).
* Students will be able to write and think deeply about the ablution. (Application).
* Students will be able to explain what ablution means in Islam and value their religion for life. (Analysis)
* Students will be able to discussthe topic with the teacher and their classmates.(Analysis).
* Students will be able to specify the evidence from the Quran to explain the importance and practice of the ablution. (Synthesis).
* Students will be able to distinguish the unique place of the ablution in Islam and compare Islam with other world religions and cultures. (Synthesis).

**Subunit Two: Information**

* Students will be able to determine the area of the body parts that are to be washed during performing the ablution. (Memory).
* Students will be able to identify the maximum and the minimum parts of body to be washed. For example, they wash hands 1-3 times. (Memory).
* The students can critically review the lessons taught in first month. They can criticize and correct others' performance. (Recall).
* Students will be able to explain the right way perform the ablution. (Comprehension)
* Students will be able to write a brief essay about the right way of doing the ablution. (Analysis/Evaluation).

**Subunit Three: Practice**

* Students will be able to perform the ablution correctly following a video display presentation of Ablution. (Application).
* Students can evaluate themselves and help other students to perform the ablution in the right way during the practical exercises. (Evolution).
* Each students can correct his/her classmates' mistakes in their practical exercises. (Evolution).
* Students will be able to deal with problems like: Water shortage usage for Ablution, using water in a cold day, and the way of doing the ablution without taking off their socks. (Problem-Solving).

**Pretest for Students**

 Before the introduction of ablution, a brief questions and answers session will be done for the students to know how much they know about Ablution. This will guide the teachers to get an idea of the students pre-knowledge to go through the design process smoothly and help make the students understand ablution in the best way they can.

**Pretest Questions**

**Name of the student: - \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1.** Have you ever performed ablution or have come across it anytime?

**2.** If yes, when have you performed and where?

**3.** Who has helped you learn steps to be followed in ablution? Your parents or someone else and when?

**4.** How often do your parents perform ablution at home? Are you part of the practices at home?

**5.**  How many times have you performed ablution and how often do you perform daily?

**6.** Have you ever helped someone perform Ablution in your life before?

**7.** Will you be an active part of the class exercises and practical ablution when you are asked to do that?

**8.** If you know how Ablution is performed, will you be help your classmates and motivate them to perform better?

**9.** If ever, you come across in teaching people about Ablution, will you be a helping guide to them?

**10.** Will you be interested in learning more about ablution, its importance and the benefits it has in Islam?

**11.** Will you be an active part of the class in achieving class performance and a good student to learn the teachings of the teachers?

**12.** In the future, will you let people know the benefits of Ablution in Islam and the benefits it has in being a perfect Muslim?

**Pre-Assessment Islamic Studies**

 Pre-assessment starts with what knowledge the students have about Ablution and what information is available for them to go through the design process. The students will be organized in a class and given an orientation on ablution so as to give them a brief idea on the learning process they are going to experience.

 The students will be told to organize themselves so that they feel comfortable for being in the class. This will help them to know that they have a Team work to follow amongst them. There will be questions and answer sessions on ablution so that the designer gets the idea about the students’ knowledge on ablution. Discussion activities will be followed to encourage them about Ablution and make the sessions interactive for every week. This will make the students know what they will do have in the actual classes and will help them be attentive in class. A survey about how many students perform ablution in their daily lives in the real world will give a brief idea on the actual number of amateurs we have in class. An Actual practical presentation of ablution is very important to them to give them a know-how of what they are going to learn from the class. A written document of the steps of ablution and its value in Islam will be given to them so that they will be prepared before the class. A question paper to be given to the students with answers to be expected from them to know their basic ideas on ablution. However they answer will not matter but what they think about Ablution will be used to motivate them. People who will be the teaching administrators for them in the class will be introduced to students so that they get along with them before the classes are scheduled. Instructions to be followed up will be shown to the students so that they are aware of the processes they are going to deal with. Formation of groups and partners will encourage them for better results on learning ablution. Practical display of the correct way of ablution and written exams with answers will be the most important steps in the pre-assessment of the students.

**Lesson Plan – First month. (Four class hours)**

**Unit Outcomes:**

* Students will learn how to work with their classmates in group in an organized way.
* Students will share their inputs on Ablution.
* Students will learn how to pay attention to lectures and extract new information about Wudu from the lectures.
* Students will learn how to contribute to discussions between teachers and students.
* The day ends with students sharing their opinions and writing a brief essay on the topic.
* Students will be know the importance of Wudu and its advantages and the steps to do it.

**Time Period Objectives:**

* Students will be able to know and share their opinions on Ablution.
* Students will be able to write their beliefs about ablution and give the teachers a know-how to know them better.

**Materials Needed:**

* Student Notebooks
* Mini White Boards
* Markers
* Erasers
* Projectors and screens for Visual Presentation
* Islamic studies textbook

**Procedures:**

There will be four classes in this month, one class per week. Each class takes forty five minutes.

1. Introductory Activity: (Day 1, first class)
	* Ask students if they have ever have performed Ablution before and how often they perform Ablution in their daily lives. Today’s lesson focuses on introduction and importance of ablution which will be useful for the students in their Islamic religion and beliefs. (25 minutes)
	* Take their inputs on the topic to help know how much information they have learned about Ablution (20 minutes)

 2. Developing Activity: (Day 2, second class)

* Give a brief lecture (no longer ten minutes) on Ablution. (10 minutes)
* Have students ask questions and answers for their queries and problems in relation to perform Ablution. (10 minutes)
* Give students a video presentation, will show them the perfect steps and instructions to be taken before performing Ablution. (10 minutes)
* Have students take notes on paper of what they have learned. (5 minutes)
* After the video presentation, have students join in discussions between them and teacher. (10 minutes)

 3. Concluding Activity: (Day 3, third class)

* Review what the students have learned about Ablution ( 10 minutes)
* Have students share their opinions within themselves or in the groups or their partners. ( 20 minutes)
* Ask students to describe what Ablution means by writing a brief essay on the topic. (15 minutes)

 4. Key Questions: (Day 4, Fourth class)

* Have students discuss how important it is to perform ablution before offering prayers and maintain it for having a clean body for the day. (20 minutes)
* Give a lecture to wrap up this month's lessons and addresses the important of Islamic religion on the lives of individual. (15 minutes)

**Summary/Closure/Evaluation:**

1. Closure: (10 minutes)

* Ask students have understood the importance of Ablution and weather they have a brief idea of the topic. How will they deal with it in sharing their opinions with other students?

 2. Evaluation:

* Complete writing a brief essay on the Topic.

**Lesson Plan – Second Month**

**Unit Outcomes:**

* Students will demonstrate that they know the right way to perform ablution. They class will be organized and course material will be shared with the students from a video song to the student.
* Students will demonstrate that they have some ideas on how the ablution is performed and the proper way of performing it. They will explain how what is necessary to perform ablution in the right way.

**Time Period Objectives:**

* Students will be able to perform ablution in the right way.
* Students will be able to write a brief essay on the right way of doing it.

**Materials Needed:**

* Student Notebooks
* Markers and white boards for Lectures
* Screen and projectors for Video Display.
* Pens and papers for essay writing.

**Procedures:**

1. Introductory Activity: (Day 1, first class)

* Show students the right way to perform Ablution with a video presentation and sharing the course material. (20 minutes)
* Have students take notes on their notebooks. (10 minutes)
* Students share what notes they take the right ways of Ablution. (15 minutes)
1. Developmental Activity: (Day 2, second class)
* The teacher give an example of how to perform Ablution with instructions.(20 minutes)
* Give lecture with the images and informative session on the proper way of Ablution**.** (10 minutes)
* Have students ask questions and join in discussions between the students and teachers. (15minutes)

3. Concluding Activity: (Day 3, third class)

* Ask the students to write a brief essay on the right way of doing the Ablution. (25 minutes)
* Ask the students to share their opinions with their teachers and other classmates which will benefit them if there are any faults and differences in them from others. (20 minutes)

 4. Key Questions: (Day 4, fourth class)

* Hold a questions and answers and discussions. (15 minutes)
* Review the right way to perform Ablution. (10 minutes)

**Summary/Closure/Evaluation:**

1. Closure: (15 minutes)

* Have students explain how to follow the right way of Ablution?
* Display to the students the images of a proper ablution.
* Have students explain what are the mistakes they are doing when answering their questions in discussions with them?

 2. Evaluation: (5 minutes)

* Reading the brief essays they have written about the right way of performing Ablution.

**Lesson Plan – Third Month**

**Unit Outcomes:**

* Students will demonstrate that they have learned the proper way of ablution from the help of videos and practical exercises that were shown to them in the class by the help teachers. (application, evaluation)
* Students will be able to write what they have learned in the process and will be able to do the ablution in the best way they have be trained to do.
* Students will not only help each other learning the perfect ablution but also motivate other students to perform and which is one of the most important part of the design process.

**Time Period Objectives:**

* Students will be able to do the ablution whenever they have to come across it and know its importance in the Islamic religion.

**Materials Needed:**

* Student Notebooks
* Smart Board
* Screens and Projectors for online videos
* A great media example to show them how the best Ablution is to be done.
* Pens and papers for Writing and sharing notes.

**Procedures:**

1. Introductory Activity: (Day 1, first class)

* Ask students if they know the right way to perform the Ablution. (20 minutes)
* Show them the online videos to follow the best ways of Ablution. (25 minutes)

2. Developmental Activity: (Day 2, second class)

* Give a practical example followed by a question and answer session to the students to know their reviews on Ablution. (10 minutes)
* Students will be asked for showing practically how Ablution is done in the class which will be group exercise. (5 minutes)
* Students practice outside of the classroom. (30 minutes)

 3. Concluding Activity: (Day 3, third class)

* Students practice Ablution indoor in the classroom (without water). (20 minutes)
* Teachers and students practice Ablution and correct each other. (25 minutes)

 4. Key Questions: (Day 4, fourth class)

* Have the students write about what they learn during the practical Ablution in the class. (15 minutes)
* After the written exercise they will be asked to share the information they have written and leaned in the practical showing of Ablution. (10 minutes)

**Summary/Closure/Evaluation:**

1. Closure: (10 minutes)

* Have students share their write-up and what they have learned in the class practical.
* Have students share their class work for a better class performance to help them the perfect Ablution.

 2. Evaluation: (10 minutes)

* Grade the students by reviewing the write up work for what they have learned in the practical and sharing for their class performance.

**Post-Assessment Islamic Studies**

 Post assessment deals with the Instructional design plan and layout. The assessment process suits the best for this design because it gives the student the introduction to Ablution in the first month which goes on from briefly introducing the topic to them to let them know what Ablution really is in Islamic religion. This process ends with students writing a brief essay on ablution and sharing their opinions. The evaluation will be done on their writing. The second process will show them the right way of performing the Ablution with the teachers sharing course material and lectures and doing Q & A with the students. This will also include discussions between the students and the teachers. The students will be asked to write about the right way of doing the Ablution. The teachers can judge the students' mistakes by their write-up and the students will share their opinions to correct others' mistakes if any. The third process shows them the perfect practical example of ablution by viewing online videos, followed by a practical example with Questions & Answers and then reviewing ablution again. After that, the students will be performing it and helping each other in the process. This step will be a big motivational approach for the students. In the real world if they ever have to deal with introducing Ablution to a Muslim they will be best at it. The question and answer session at the end of the process makes them clear out all the doubts in their minds since it is the last month of learning the perfect Ablution. Students can enhance their knowledge by asking questions during practical exercise. The process ends with students writing their learning process and sharing it for better class results. Since the students will be writing and sharing their opinions in the first two months, the class will have a special education system created, which will be fun and entertaining to learn. This type of post assessment will give the teacher a firsthand look at what each student has learned. The Third process and the month will be a presentation of practical ablution video with reviews from students. Then, last two weeks will be a practical showdown by students in which they will help each other and this will motivate them and also clear away their doubts about wrong doing if any. Finally a write up by students will conclude the learning process of Ablution. This random questioning and learning and writing will make it easier for teachers to know students who are at lower level of Ablution practices and then train them for perfection. After this process the teacher can decide whether or not the students have mastered the ablution practices shown to them in the three months’ time and can judge the students by their written responses also. These responses can help the teacher to evaluate how well he/she has administered the class.

A list of questions for the post assessment are as followed:

Administration:

* How helpful was the introduction of Ablution to the students?
* Was the class properly organized?
* Was the introduction to the topic properly made?
* How helpful was the lecture on Ablution in the introduction month?
* How helpful has the video presentation been and sharing of course material to the students?
* Was the discussion, questions and answers really helpful for the students to follow the right steps of performing ablution in the right way?
* Has the Write-up of right way of doing ablution been helpful to the teachers to understand each student’s mistakes and missing parts in the first two months?
* How well the inputs from teachers have helped the students to understand the introduction and the right way of doing Ablution?

Evaluation:

* How much does the student participate in the discussions and questions and answers session?
* Are the students able to share opinions and essay writing to others? Do they benefit in the class?
* How well the students have understood the introduction to ablution at the end of the first month process?
* Does the student perform better after viewing the online videos?
* What did the students learn from each other during the practical exercise with their classmates?
* Does the student motivated to perform Ablution in their daily lives?
* How was the students' performance the end of the third month and how well they have understood to perform and teach to others in their lives if they ever have to?
* Based on their written responses, are there still major ideas that students do not understand?
* Are the students able to write a simple paragraph about Ablution?
* Are they able to correct the mistakes made by the teacher and other classmate?

**References**

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