

Proposed model for developing the concepts of order and cleanliness among primary school children in Algeria

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Study Summary:

The current study aims to propose a model consisting of a series of educational activities that reinforce the concept and value of order and cleanliness in the minds of primary school students in Algeria. These educational activities vary between instructional activities, which students receive in the classroom, and extracurricular activities, which students apply in the schoolyard and outside the school premises, extending to their practice at home and in public places. This study aims to propose a model consisting of a set of educational activities that reinforce the concept and value of order and cleanliness in the minds of primary school students in Algeria.

Keywords: Proposed model, Order, Cleanliness.

Introduction:

Among the concepts that are closely intertwined and cannot be separated, we find two important concepts in human life: the concept of order and the concept of cleanliness. They are two inherent human qualities, since it is impossible to find a person who is clean but disorganised in his behaviour, or a person who is organised but unclean at the same time. These concepts are interrelated and the mention of one necessarily implies the other. They are not confined to the individual alone, but extend to the place in which he lives and the community to which he belongs, sharing roles and responsibilities with his fellow members to create a dignified society.

Order and cleanliness are seen as aspects of civilisation that reflect the progress of a country and its people. They are also a means by which society accepts and admires an individual. Importantly, they are crucial in protecting the individual from disease and the community from chaos. Order and cleanliness go beyond mere appearance; they encompass broad values necessary for a healthy life. They are also mental and emotional states that encompass general manners and

worship. It is no exaggeration to say that there is a close relationship between ethics, order and cleanliness, which is reflected in aspects of behaviour such as driving. It is distasteful to see a member of the public throwing litter out of the window of a car, or someone throwing rubbish out of the window or balcony of their home, or leaving rubbish in parks and wilderness areas after they have left. Modern education places great emphasis on personal hygiene, and early childhood schools and educational institutions in many countries stress the importance of related topics such as washing hands, what a child should do when coughing, discussing germs and their dangers, and the importance of proper toilet use and oral health. These educational institutions also focus on ways to reduce the spread of colds and germs and help children acquire good life skills (Oberg, 2008). Hygiene education relies on individuals maintaining their personal hygiene and the cleanliness of their environment to prevent disease and its spread (Postma et al., 2004, p. 8. This improves a person's mood, increases their mental capacity for renewed activity and helps to shape an optimistic outlook on life.

Problem Statement:

Looking back three years, we find that a microscopic virus called COVID-19 imposed a behavioural, social and health system on humanity that even the strongest political, educational and social systems in the world couldn't enforce. This has manifested itself in various aspects, such as physical and social distance between individuals, constant disinfection of homes, streets and institutions, wearing of protective masks, prohibition of family gatherings and public gatherings, and many other preventive measures that have become a system that reflects the behaviour of individuals.

On the ground, there are real challenges for young people to acquire the necessary skills in public cleanliness. A study conducted in an Arab country on a sample of young people of both sexes found that 17% of students do not brush or clean their teeth, 7.5% of students do not wash their hands before eating, 5.6% of students do not wash their hands after using the toilet and 7.6% of students do not use soap to wash their hands. Male students (9.4%) are more likely than female students (6%) to never or rarely use soap. In addition, 75% of students have unclean bathrooms and toilets at school (Al-Qusair and others, 2004, pp. 3, 18). On the other hand, adults do not always set a good example of order and cleanliness in daily life or at work. For example, many public places are left dirty, ugly and full of rubbish. Personal dirty habits are part of the problem.

Certainly, standards of cleanliness and order are not uniform around the world. These concepts vary from one society to another. In the past, clean and organised school environments in many countries helped students develop good habits of order and cleanliness. Today, however, we see streets, playgrounds and some schools filled with litter and rubbish, resembling dumping grounds rather than places for learning, playing and exercising. When some students are told to "pick up after themselves" or "clean up the area", they see it as a punishment. The problem is that some teachers use cleaning as a means of punishment.

The Prophet Muhammad (peace be upon him) emphasised the importance of cleanliness and made it half of faith.

Abu Malik al-Harith ibn 'Asim al-Ash'ari (may Allah be pleased with him) reported that the Prophet (peace be upon him) said, "Purification is half of faith, and praise to Allah fills the scales, and glory to Allah and praise to Him fills what is between heaven and earth. Prayer is light, charity is evidence, patience is illumination, and the Qur'an is evidence for you or against you. Every man begins his day as a seller of his soul, either to save it or to ruin it.

This hadith is a response to those who believe that cleanliness and purification are Western innovations and have nothing to do with the Islamic community because of the behaviour of some who claim to be Muslims. If some religions have prioritised cleanliness as part of their concerns, Islam has made it half of faith and a condition for some acts of worship. This hadith alone is enough to illustrate Islam's concern for cleanliness.

From the above, we can see the extent to which Islam values cleanliness because it is one of the fundamental factors in maintaining health and preventing harm to the body. The most important question at the personal level is: Are we as clean as we should be? Do we practice cleanliness in our homes? Do we practice cleanliness in our schools and teach it as a value that is reflected in inputs and outputs? Do we practice cleanliness in our neighbourhoods and streets?

The importance of the study:

The importance of this study stems from the significance of these two concepts and their value on both a personal and social level. Here we realise that cleanliness is the foundation of physical and mental health for the individual, and order is the hallmark of social consciousness for every person. Therefore, each individual should maintain both cleanliness and order for the well-being of his or her body, mind and society.

The importance of order:

The Prophet Muhammad (peace be upon him) said: "O young man, mention the name of Allah, eat with your right hand and eat from what is near you. Islam

organises human life in its various economic, political, cultural and social aspects and shows the right way to solve its problems. Islam seeks to organise human life and the key element is time management. Order is one of the values that elevate nations and develop communities and societies. The school community is considered a microcosm of larger societies and one of the means of building individuals through which they learn the fundamentals of order.

The aim of order:

- To maintain order inside and outside the school.
- Commitment to order in all matters.

Vocabulary of value:

1. The meaning of order.
2. Islam's concern for order.
3. Order in the school community.
4. Order outside the school community.

Branches of the order value:

1. Order within the school community, including the following aspects:
 - Attendance and dismissal.
 - Queuing.
 - Organisation of the classroom.
 - Breaks and recesses.
2. Order outside the school community, including the following aspects:
 - Homework.
 - Prayer.
 - Meals.
 - Sleeping and waking.
 - Interactions.
 - Traffic and public behaviour.

Means of achieving the value:

- Encourage students to maintain order in the school community and give lectures on the subject.
- Recognising outstanding students who maintain cleanliness and order.
- Select a group of administrators, teachers and students to be responsible for order.
- To hold competitions for the best classroom in terms of cleanliness and order.
- Organise competitions for the best wing (section) in terms of cleanliness and order.
- To recognise the most exemplary classroom in terms of cleanliness and order.

- To recognise the most exemplary wing (section) in terms of cleanliness and order.
- Assign duties to teachers.
- Establish a schedule for students to take responsibility for cleanliness during breaks and recesses.
- Distribute leaflets, pamphlets and publications on cleanliness and tidiness, and display posters promoting this value.

Hygiene from the perspective of Islamic:

Cleanliness is one of the most important Islamic values, and Islam considers it an integral part of the faith. It is not just seen as a desirable social behaviour, but rather as an essential aspect linked to one's faith. The Islamic faith rewards those who maintain cleanliness and considers it a sin to neglect it in certain aspects. The Prophet Muhammad (peace be upon him) said, "Faith has about seventy branches, the highest of which is the declaration that there is no god but Allah, and the lowest of which is the removal of harmful objects from the street. Modesty is one of the branches of faith.

Islam emphasises cleanliness by making it a characteristic of virtuous people, thereby earning them the love of Allah.

Allah says in the Qur'an: "A mosque built on righteousness from the first day is more worthy for you to stand in. In it are people who love to purify themselves, and Allah loves those who purify themselves" (Quran 9:108). Furthermore, cleanliness is a prerequisite for performing the pillar of Islam, prayer. Allah says: "O you who have believed, when you rise for prayer, wash your faces and your forearms up to the elbows, wipe your heads, and wash your feet up to the ankles. And if you are in a state of janabah, then purify yourselves. But if you are ill, or on a journey, or one of you has come from a place of relieving himself, or you have made contact with women and find no water, then find clean earth and wipe your faces and hands with it" (Quran 5:6).

The act of washing with clean earth (tayammum) when water is not available reflects the importance that Islam places on cleanliness. It is a manifestation of Islam's concern for purity. Allah did not establish this alternative as a burden on believers, but as an honour and a form of respect. Allah says: "It is not Allah's intention to make difficulties for you, but to purify you and to complete His favour upon you, that you may be grateful" (Quran 5:6). Thus, the emphasis on cleanliness in Islam is not meant to impose hardship, but rather to highlight it as a blessing and a cause for gratitude.

And this purity that Allah desires from His servants is not limited to physical aspects such as physical cleanliness and clothing. Allah says, "And your

clothing purifies" (Quran 74:4), indicating that it includes other material expressions as well. However, it is a broad concept that includes moral and spiritual aspects. For example, a person who refrains from lying is described as having a clean tongue, and a person who does not reach out to grab what belongs to others is described as having clean hands.

The importance of public cleanliness in our lives and its impact on individuals, the environment and health:

The cleanliness of a city is often the first thing a visitor notices, and it can be said that the level of cleanliness reflects the true level of development and awareness of its inhabitants. Achieving cleanliness requires not only the provision of human and mechanical resources, but also close cooperation between citizens and the relevant authorities responsible for cleanliness.

Cleanliness has a significant impact on people's psychological well-being. People who live in a clean environment tend to feel happier than those who live in an unclean environment. In addition, cleanliness enhances the beauty of the places in which we live. Clean cities and natural areas free of litter, such as forests, green fields, deserts, mountains, rivers, lakes and beaches, appear more beautiful and radiant than those polluted with waste. (Elizabeth, 2003)

Cleanliness also has an important economic aspect that cannot be ignored. Maintaining cleanliness requires significant financial resources and a large number of engineers, technicians and workers are employed in this field. They operate various machines and facilities related to waste management, such as landfills and waste sorting and recycling facilities. As a result, significant financial resources are contributed by the citizens themselves in order to provide cleanliness services. If the financial resources are insufficient, the level of cleanliness will decrease. Therefore, citizen cooperation has a significant impact not only on achieving cleanliness, but also on reducing the costs paid through taxes and fees.

Furthermore, cleanliness is a service that requires close interaction and cooperation between citizens and the service provider, unlike other services whose quality is linked to official decisions. Civil society can also play an active role in achieving cleanliness. (HARVEY, B. 2015)

Proposed model:

The theoretical recommendations on organisation and cleanliness are important, but their practical implementation plays a complementary role in teaching the desired behaviour to students in a tangible and easy way, enabling them to understand these theoretical recommendations. In order to develop the concepts of organisation and cleanliness, we propose to carry out a series of pedagogical

activities, adapted to the cognitive development and age of primary school children, in the following order:

General guidelines for the teacher:

1. The teacher should read and fully understand the content of the topic before presenting it to the students.
2. The teacher should emphasise the health aspects of cleanliness.
3. The teacher should vary the accompanying activities to increase the effectiveness of teaching the students.
4. Encourage students to share the stimulating topics with their families.
5. Emphasise Islamic texts that emphasise the importance of health care.
6. Discuss with students the importance of cleanliness.
7. Encourage students to participate in making drawings that promote the benefits of cleanliness.
8. Prepare a play or skit to be performed in class that highlights the importance of cleanliness.
9. Involve pupils actively in maintaining the cleanliness of the school and form a team responsible for maintaining the cleanliness of the school environment.
10. Involve students in maintenance activities and tree planting to improve the school and, by extension, their homes and the surrounding environment.

Suggested student activities:

The teacher starts this model with a topic that discusses

Order and cleanliness in human life:

Cleanliness and orderliness are characteristics of civilisation and refinement, and Islam urges us to be pure and commands us to be clean. Allah, may He be exalted, says: "Verily, Allah loves those who repent constantly and loves those who purify themselves". [Al-Baqarah 2:222]

Dear student:

A person must have order in his life and he must organise his time (time to play, time to study and time to rest). Likewise, in school, dear student, you should be organised in entering and leaving, in physical activities, etc. This is from the point of view of order and time management.

As for cleanliness, the Prophet Muhammad (peace be upon him) urged his Ummah (nation) to clean and purify the courtyards of their homes. He (peace be upon him) said: "Clean your courtyards, for the Jews do not clean their courtyards".

Our Islamic religion is concerned about the general health of people and the specific health of children. Islam regards the Muslim's body as a trust that must

be preserved. The Messenger of Allah (peace be upon him) said: "Indeed, your body has rights over you.

"So, dear student, you must maintain the cleanliness of your body and your health by doing some light physical exercises every day and staying away from anything that harms your body or causes you diseases. Your diligence in ablution (wudu) will keep your body clean, as will your diligence in trimming your nails and cutting your hair. In fact, the Prophet (peace be upon him) taught us that cutting your nails is a natural disposition. Washing your hands before and after eating, after using the toilet, washing your hair daily, changing your underwear and outerwear, brushing your teeth and not walking barefoot are all Islamic etiquette that you should observe. You should also refrain from spitting on the ground, as many diseases are caused by saliva. These are all Islamic etiquettes that you should try to observe. Dear clean student, you should maintain the cleanliness of your clothes and books, as well as the cleanliness of your classroom, including the walls, chairs and tables. In addition, you should take care of the cleanliness of the schoolyard and the cleanliness of the street and the neighbourhood.

So always be clean at home and at school to protect yourself from diseases.

Activity 1: Cleanliness and healthy behaviour

Objectives:

1. To understand the concept of cleanliness.
2. To explain the meaning and content of cleanliness.
 - Personal cleanliness (hair, nails, skin, clothes).
 - Food and drink cleanliness.
 - Environmental cleanliness (classroom, school, street, home).
3. Identify healthy cleanliness behaviours.
 - Washing hands before and after meals and after using the toilet.
 - Hair care (cutting hair, washing daily without soap to remove dust, sweat and sebum, and using soap for weekly washing).
 - Bath twice a week with soap and water.
 - Trimming nails to avoid breakage and dirt accumulation underneath.
 - Clean clothing, especially underwear, to be changed daily.
 - Cover food and keep it in the fridge.
 - Clean water and its conservation.
 - Clean the environment and the place where you sit (classroom, school, car, street, etc.).
4. Identifying unhealthy behaviours for cleanliness.
 - Unclean long hair.

- Long nails.
- Dirty clothes.
- Throwing dirt into water sources.
- Drinking directly from the tap without using a glass.
- Writing on walls, doors and seats in the school.
- Littering in the classroom and playground.
- Throwing rubbish out of car windows.

5. Comparing healthy and unhealthy behaviour.

Activity 2: Personal hygiene and dental care

Objectives:

- To understand the concept of personal hygiene and its role in maintaining general body and dental health.
- To promote the use of toothbrushes to maintain beautiful and pain-free teeth.
- To take care of the cleanliness of clothing.
- To maintain hair cleanliness.
- To eat proper healthy food.

Method of carrying out the activity:

1. Cut out the pictures according to the given outline.
2. Stick and decorate the pictures.
3. Colour the pictures.
4. Compare the two pictures in terms of
 - Clothes: clean, dirty.
 - Hair: neat, messy, short, long.
 - Headgear: Properly worn, improperly worn.
 - Food content: Poisonous food, nutritious food.
 - Tooth appearance: Decayed, broken, painful, bright white and healthy.
 - Facial expression: Crying, smiling.

Activity 3: Household cleanliness

Objectives:

1. Understand household cleanliness.
2. Identify healthy behaviour in the kitchen.
 - Cover all food containers.
 - Wear a hat and wash your hands thoroughly before preparing food.

How to carry out the activity:

1. Put a (+) sign on the healthy things in the picture, which include
 - Covered food containers.
 - Wearing a head covering.
2. Place a (×) sign on the unhealthy items, which include

- Water on the floor.
- Liquids on the table.
- Leaving the salt shaker open.
- Putting the spoon directly on the table.

Activity 4: General rules of cleanliness and hygiene

Objectives:

The general guidelines are important in the area of safe handling and preparation of healthy foods and include:

1. Wash your hands thoroughly before eating and after each break, especially if you have touched other potentially contaminated materials, used the toilet, sneezed or coughed. Use hot water and liquid soap and repeat this process if you handle raw foods such as meat, poultry, fish, cooked foods or green salads.
2. Wear rubber gloves when handling food, especially in public restaurants.
3. Cover your mouth and head when handling food, and if you are ill, do not work until you have recovered.
4. Avoid crawling and flying insects and use insecticides carefully to avoid contamination of food.
5. Take care to keep utensils and chopping boards clean, washing them regularly to remove salmonella and other food poisoning bacteria. Avoid using pieces of cloth and sponges as they may carry harmful micro-organisms.
6. It is preferable to use disposable paper towels to dry hands.
7. Avoid touching your face, nose and hair when eating.
8. Do not use the same knife or cutting board for raw meat products, cooked foods, vegetables and fruit before thoroughly cleaning and disinfecting them. To avoid risks, designate a separate area for handling raw animal products and another for fresh foods such as vegetables.
9. Wash vegetables thoroughly before use, taking care to remove any remaining dirt on the surface of some produce such as carrots.

Activity 5: Proper and safe food storage

Objectives:

1. Bacteria can grow between 4°C and 60°C. It is therefore important to refrigerate food immediately after purchase, preparation or cooking.
2. Chill and freeze food in small quantities, leaving space around the food to ensure proper circulation of cold air.
3. Perishable foods (milk, eggs, meat, poultry, vegetables) should be kept refrigerated below 4°C or frozen at -18°C. To ensure this, refrigerators and freezers should be equipped with temperature gauges.

4. Ensure that cooked foods are not contaminated by raw foods, either by direct contact or by meat juices. Cooked foods should be stored in a separate refrigerator from raw foods.

5. If frozen meat is purchased, it should be stored immediately unless it is to be used within two or three days.

6. Dry foods such as milk, rice and cereals should be stored in airtight containers.

7. Discard any food affected by mould or worms, especially vegetables and other produce.

8. Ensure that the water used is free from food poisoning agents. Factors that help prevent food poisoning include:

Producing food in an appropriate environment:

- The product should be handled correctly at all stages and not exposed to various sources of contamination until it reaches the consumer.

- Minimise the number of steps involved in handling food, particularly with the hands.

- Provide mechanisms (cleaning materials, clean clothes, liquid soap) to separate areas and utensils used for different food preparations while implementing health regulations in the food facility.

- It is essential to educate workers in the different stages of food production about the importance of complying with health regulations in order to reduce the incidence of food poisoning. (Suellen Hoy, 1995)

- Reward and encourage those who excel in the implementation of health conditions.

- Apply dissuasive penalties to those who violate regulations and instructions to deter others.

- Implement a system to control the quality and safety of food by identifying hazards at each stage of food production and setting standards to control these points. This system is called Hazard Analysis Critical Control Points (HACCP). It focuses on controlling the quality of all ingredients used in food production, as well as the quality of all steps involved in manufacturing, production, distribution, storage and food preparation at the plant. This ensures the production of safe and wholesome food.

Conclusion:

In conclusion, it is important to teach our children the importance of cleanliness, emphasising that it is not just a word but a visible behaviour. We should also teach them that cleanliness is part of our religious values and make them aware of the dangers of neglecting cleanliness. As parents and educators, we should set

a good example of cleanliness. It is important to educate them about the etiquette and practices of cleanliness and to specifically address certain behaviours that children may engage in, such as littering fast food wrappers on the street or throwing fruit peels in public places. By instilling these values and behaviours, we can help create a cleaner and healthier environment for everyone.

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