Market Resources
Making Resource Items For Each Market Area

Physical resources are the actual objects that children can use to bring a sense of authenticity to the various games, activities and role plays. Models can be made to replace items which may be perishable, expensive or unavailable locally.

When making or acquiring these physical resources it is important to pay great attention to detail because these items will form an extensive and permanent set of resources. The design or selection of items is crucial to the overall appearance of the market resources library and how effective the items can be as props for language activities. For students at a basic level it is better to have three plain green shirts than eight multi-coloured shirts. Only keep the multi-coloured shirts if they can be used at a higher level. Avoid any items with labelling or writing other than brand names. Clothing with easily understood Indonesian words such as place names are very good. Complex language and slang phrases should be avoided or reserved for more advanced classes.

The making of these resource items can involve the classroom teachers and teachers of art, technology, textiles and woodwork as many learning outcomes in these subject areas can be met through the construction of the resources. This project of resource development is a large and worthwhile commitment that may require the ongoing support of the whole school. Determine the long-term goals of this resource development with the principal or senior teachers before commencing any plans with individual class teachers or other specialists. When involving teachers from other subject areas, find out when in the year they intend on teaching certain learning outcomes or skills. Allow these other teachers to organise when they will conduct these resource making activities as the development of the Indonesian language resource market set is a long-term project. Make it clear to other teachers that the end product the students produce needs to meet specific requirements in terms of appearance, and durability. Regular and on-going involvement by other teachers, students and the wider community is far more beneficial to the development of this resource library than evoking great enthusiasm that disappears overnight.

Methods For Making Resource Items

Acquisition of Items

Non-perishable items can be acquired through donations from school families, local businesses or from secondhand and opportunity shops. Be very specific about the items required. Items need to be in good condition (or washed, painted or dyed into good condition) so that the students can respond realistically when “buying” the items in role plays.
Preservation of Authentic Packaging

Many items from the kebutuhan sehari-hari (daily needs market) can be purchased at Asian supermarkets. Only use containers or bottles which feature Indonesian language. Avoid items which provide labelling in three or four languages. Alternatively, glue pictures or Indonesian text over the other languages (including English) on the container. One example container showing the variety of languages can be educational however it becomes confusing for students if the Indonesian text they may rely on during a roleplay is hidden among other languages. To preserve authentic packaging, empty the contents and wash the container if necessary to avoid ants and odours in the storage cupboard. Glue tops or lids onto containers so that they cannot be removed. Keep one or two items aside for roleplays where the opening and/or consumption of the product is an important part of the play.

Construction

Some authentic packaging such as noodle sachets need a box made to specific measurements inserted to preserve the item and make it appear full and saleable. The challenge for students (and maths and technology teachers) is to construct boxes or filling which can be inserted into the container without damaging the outside appearance. Items which cannot be purchased or acquired in authentic packaging can be constructed by designing and making label covers with text and pictures to cover boxes. The boxes should suit the item type. An authentic appearance is achieved when the new labelling completely covers the frame of the old container. This is achieved when the label covers are trimmed and fitted neatly, the colouring and pictures are suitable and there aren’t any gaps revealing the box underneath. As with weighted papier-mâché (over page), the containers can be weighted appropriately before being sealed. Dirt or sand should be sealed in a plastic bag before being inserted. Don’t use liquids as they may leak over time. Bottles or jars can appear full by either coating the inside with paint, filling with coloured wax or by adding food colouring to salt or sand.
Papier-Mâché

Papier-mâché can be created in various ways; as many of the items require papier-mâché construction, it is important to find the best method to suit your situation.

Papier-Mâché Around a Frame

Many of the items will require papier-mâché to be built upon a frame. Choose frames which help to form the general size and shape of the item and are not heavier than the item. (Extra weight can always be added – see below).

Suitable frames include: cardboard boxes and tubes, foam, polystyrene, chicken wire, small rocks, balloons and paper which is rolled, folded or scrunched up. Challenge the students to find the best frames for each task.

The Paper

Newspaper might be the most economical and environmentally-wise choice, however it may require many extra coats of paint to prevent the print from showing through. Almost any paper that is not waxed or greasy and so will absorb water, can be used. Tissue paper or lunch wrap type paper (not waxed) can give a smooth finish. Sourcing paper from shops or industry could be very useful as a lot of paper will be required.

The Glue

Diluted PVA or wallpaper are both effective. Wallpaper glue can last many days in a bucket and only needs to be topped up with water and extra wallpaper glue and stirred before using again. Special papier-mâché pastes are available however some are just wallpaper glue relabelled. Check what you are buying.

Method

Tear the paper into strips or pieces. If the pieces are too large then the shape will look lumpy. If the pieces are too small then the structure won’t have any strength and may collapse. The strips or pieces need to be dipped into the glue before being applied to the frame. Apply one complete layer at a time around the frame. You can build up as many layers as you like, however after 4–5 layers, the model needs to dry before more layers are applied.

Other Considerations

If extra weight, as described on page 52, needs to be added, be sure it is weighed and inserted before the papier-mâché completely encloses the frame.

Allow three or four days for the model to dry completely before painting. If using newspaper, donated water-based paint may prove to be an economical undercoat to prevent the newsprint from showing through.
Paper Clay
This paper-based material is ideal for modelling items which require fine
detailing such as thorns, spikes, and specific textures. Paper clay moulds like
clay then air-dries like paper. It is as light as paper and may need to be built
over a frame to obtain the required weight. Paper clay can be painted with
water-based paints.

Clay
Modelling clay, Modelart, Fimo, Modeline or firing clay can be used very effectively.
Modeline needs to be baked to harden but is available in a range of colours.
The cost of firing can be prohibitive unless kiln-firing is part of the established
art program.

Wood
Many of the items can be made from wood. Wood includes coconut shells,
bamboo, balsa wood and craft wood. Take advantage of this medium if your
school is suitably equipped.

Textiles
To overcome the difficulty of matching the appearance of the flashcards and
other language resources with the actual items, students can make items such
as clothing or fruit with materials and colour to suit.

Batik
Batik or tie-dye can be used for a variety of market items. Paraffin wax is
cheaper than bees’ wax and cracking provides an authentic appearance for
clothing, placemats, coasters, fans and clothing. For a smooth or solid
appearance, bees’ wax or cold wax is best.

Adding Weight To Resource Items
Challenge students to construct models which not only look good but also feel
right when picked up. This applies to all items. Students need to weigh actual items
before designing their models. Weights for more “exotic” items are listed in the
following Attention To Detail sections. The material used must not perish, smell or
attract mice or ants. It may need to be camouflaged to look like the real contents.
Papier-mâché layers can be built up over a frame that weighs just 50-150gms less than
the desired weight. Frames for papier-mâché can be made from cardboard, wood,
sticks, metal etc. A balloon can be used as a weighted frame by pouring dirt or
sand into the balloon using a funnel. For extra strength, insert one balloon into
another before inflating the inside balloon. Do not fill with water as the risk of
leakage (or sabotage) is too great. For adding weight to packets use sand, salt, dirt,
clay, wool, strips of cloth, cotton wool etc. Some packets such as noodles may need
to be filled out without adding too much weight. For see-through packets, mix food
colouring to sand, or salt. Add additional materials or additional food colouring
until the correct colour and volume are attained. Resource items are listed on the
following pages along with a variety of suggestions for constructing robust models
which are authentic in size, shape, weight, texture and colour.
**Pasar Pakaian (The Clothing Market)**

### Set Pakaian I

**ITEM:** topi (hat)  
Acquire by donation.  
Any baseball cap or sun-hat  
Sewing  
Art / Technology

**ITEMS:** kemeja lengan panjang (long sleeve shirt)  
kemeja lengan pendek (short sleeve shirt)  
Acquire by donation.  
Both long and short sleeve shirts are common in Indonesia. Long sleeve shirts provide protection from the sun. Choose plain basic colours over complicated patterns or shirts with English writing.

**ITEMS:** kaos oblong (t-shirt)  
rok (skirt)  
celana pendek (shorts)  
celana panjang (long pants)  
kaos kaki (socks)  
sepatu (shoes)  
Acquire by donation.  
Avoid writing on clothing. Kaos kaki and sepatu should be in pairs for role playing.

**ITEM:** jas (jacket)  
Acquire by donation.  
Although some Indonesians wear warm clothing at night, when riding motor bikes or hiking in the mountains, a light-weight jacket would make more sense to younger students who understand Indonesia to be a tropical place.
Set Pakaian 2

**ITEMS:** payung *(umbrella)*, sepatu sandal *(sandals)*, jas hujan *(raincoat)*

- Acquire by donation.
- A popular style of jas hujan in Indonesia is the poncho style with a hood and no arms as it is suitable for motorbike and bicycle riding.

**ITEMS:** ikat pinggang *(belt)*, tas *(bag)*, dompet *(wallet)*

- Acquire by donation.
- Try to limit variations in style and materials so that the differences in colour and size are obvious to the students.
- Either leather for all, material for the bag or wallet, or cardboard for the wallet.
- Art – leather work, textiles.

**ITEMS:** kaca mata *(glasses)*, kaca mata hitam *(sunglasses)*

- Acquire by donation.
- Prescription and glass lenses should be removed for safety reasons.
- Wire. Twist wire into glasses shape. Cover with paper clay or papier-mâché. If wire is exposed, cover sharp ends with tape. Glue clear or dark cellophane onto the frame for the lenses.

**ITEM:** gantungan kunci *(key rings)*

- Use coathangers for the ring. Make the decorations from paper clay, papier-mâché or balsa wood.
- A variety of materials can be used. Encourage children to make Indonesian symbols or market items such as tropical fruit.
- Special purchase. Key-rings can be purchased very cheaply in Indonesia by school/family members on holiday and are small and light to stow in luggage.

**ITEMS:** baju renang *(bathers)*

- Acquire by donation.
- One-piece girl’s bathers are more common in Indonesia than bikinis. Make sure that the bathers for boys look clearly like bathers so as not to be confused with underpants or shorts.
Set Pakaian 3

Traditional clothes vary according to the different regional influences. Any information about where the items were bought, the bargaining process involved (including the eventual price) and any notes on the use of the items (including photos) can really add to their authenticity.

**ITEMS:** All items in Set Pakaian 3.

- **T** Acquire by donation from people who have purchased these items while on holiday in Indonesia.

- **T** Special purchase (refer to Indonesian Resources and Services page 76).

**ITEM:** Peci are a traditional man’s hat.

- **T** Using the template (over page) as a pattern, make a paper peci. This template will fit most lower primary students. Enlarge photocopies to create larger hats for older students. Cut out the two template shapes, fold along fold-lines then cut along the cutting-lines. Glue them together.

- **Q** Black is the most popular colour. White, or dark blue are also available in Indonesia.

**Art/Textiles**

**ITEM:** perhiasan kepala (tiara) caping (peasant’s work-hat)

kemeja batik (batik shirt) selendang (scarf)

kain panjang (sarong for females) sarung (sarong for males)

- **T** Caping. Coloured paper and cardboard. One straight cut from the centre to the edge of a large cardboard circle will allow the circle to be formed into a cone and stapled. Attach a string with a rubber band at each end for a chin strap.

**Kemeja batik.** Use batik or tie-dye methods on old white men’s shirts – cotton or calico not polyester.

**Kain panjang.** Use batik or tie-dye methods on white pieces of material. Kain panjang are not sewn together.

**Sarung.** Same as for the kain panjang. Sarung are sewn together to make a hoop or skirt.
How to Make a Peci

**Equipment:**
- paper (*kertas*)
- scissors (*gunting*)
- masking tape (*pita penutup*)
- black paint (*cat hitam*)
- pencil and ruler (*pensil dan penggaris*)

**Method:**
- Trace the oval pattern onto two sheets of paper and then cut out the shapes.
- Cut out a rectangle measuring 60cm x 10cm.
- Draw a line 1.5cm in from the edge of the rectangle along its length.
- Fold the rectangle along this line and cut every 4cm from the edge of the paper to the folded line.
- Join the folded and cut sections of the rectangle to one of the ovals, using the masking tape, and join the ends of the rectangle.
- Place the second oval on top and paste or tape it down.
- Paint the peci black.

**To Fold:**
- Crease across top, pushing down.
- Press flat.

Template for photocopying also available on the CD-ROM.
Template for Perhiasan Kepala

Equipment:

- Perhiasan Kepala template x 2
- Skewer or hammer and nail
- Threading wool or embroidery cotton
- Texta colours or sequins
- Elastic for headband
- Pipe cleaners
- Woollen tassel

Method:

- Photocopy the template provided on page 58 (2 copies per student).
- Cut out the templates and place them together.
- Pierce the holes with a skewer or using a hammer and a small nail.
- Join the two templates together by threading wool from hole A, in the direction of the arrow to hole B.
- Use the remaining holes for decoration, either by colouring in with bright textas, sewing on sequins, or by piercing the holes and threading patterns with the wool.
- Cut slots in the sides and attach a piece of elastic for the headband.
- Cut out and colour the head feathers and attach to hole C with pipe cleaners.
- Attach a woollen tassel to hole D.
TEMPLATE FOR PHOTOCOPYING ALSO AVAILABLE ON THE CD-ROM.

Head Feathers
Pasar Alat-alat Sekolah (School Supplies Market)

Set Alat-alat Sekolah 1, 2 and 3

Use existing items. Most of the school supplies will already exist in the classroom. It is more a matter of storing them in prominent places where they can be pointed at, taken out or put back during the course of a classroom game. If you teach your Indonesian language program in each classroom, it is important that you know the location of the items in each room or alternatively, have the classroom teachers keep the items in similar places. Indonesian labels on the containers of classroom items can be very useful. Before labelling everything in sight with a permanent marker consider the advantage of signs and labels which can be taken off and put back on according to the different games and activities.

Removable labels can be made with advertising fridge magnets covered with paper. Velcro spots on the back of signs with velcro strips glued to equipment tubs are also effective.
Pasar Buah-buahan Dan Sayur-sayuran
(The Fruit and Vegetables Market)

Set Buah-buahan Dan Sayur-sayuran 1
These fruits and vegetables are familiar to the students and distinguishable by only one or two colours. They are readily available and affordable for cooking and taste testing activities. Students need to weigh the real items first before planning their construction.

**ITEMS:**
- apel (apple)
- jeruk (orange)
- tomat (tomato)
- bawang (onion)
- kentang (potato)

1. Weighted papier-mâché using a small balloon, painted appropriately.
2. Apel – glue a stick on for the stalk.
4. Kentang – use a matte-finish paint for the kentang then smear a small amount of glue over part of the vegetable and rub it in dirt for an authentic appearance.
5. Jeruk – stipple the paint for an authentic texture.
6. Tomat – Coat with a gloss varnish and attach a suitable stem. Attention to the yellow / red appearance will distinguish the tomato from the apple.

Art / Maths – mass.

**ITEMS:**
- pisang (banana)
- wortel (carrot)
- ketimun (cucumber)

1. Weighted papier-mâché around any suitable frame such as a stick or piece of rolled-up cardboard.

Art / Maths – mass.

**ITEMS:**
- pir (pear)
- bawang putih (garlic)

1. Paper clay

Set Buah-buahan Dan Sayur-sayuran 2
These fruits and vegetables are familiar to many students. They can be distinguished by several colours, texture and shape. Some are seasonal and can be more expensive to purchase for cooking or tasting activities than the items in the basic set.

**ITEMS:**
- alpokat (avocado)
- melon (melon)
- kelapa (coconut)
- semangka (water melon)

1. Weighted papier-mâché using a balloon – for melon and semangka use 2 balloons for added strength and fill with sand for required weight.
**Item:** kelapa (coconut)

Purchase from supermarkets. Place in a vice and saw it in half. Scrape out the white flesh. Ants can finish cleaning the husks provided they are left in a dry place. Use sandpaper to make the edges smooth and even. Use a strong wood glue to fix the two halves together. Alternatively, kelapa which are only attached by adhesive tape can be used as percussion instruments.

**Weight:** 100g. Coconut in Indonesia are referred to as either kelapa muda (young coconut) used as a drink and in cooking, or kelapa (coconut) which is often grated and used in cooking.

**Art / Maths**

**Items:** nanas (pineapple) pepaya (papaya) jagung (corn) cabai (chilli) ubi manis (sweet potato)

Students can explore various ways to construct these items in papier-mâché paying particular attention to texture, weight and appearance.

Nanas have a thorny texture which can be recreated by gluing small triangles onto the outer surface before painting.

Pepaya can be painted green with a gradual blend into orange.

Jagung are often sold in their husks. Make a papier mâché corn cob. Make kernels from rolled up balls of paper or polystyrene balls. Glue them on and paint them yellow. Cut out leaves from light-green tissue paper or rice paper. Glue them from the bottom of the corn cob so that the kernels are exposed at the top.

Cabai can be made with papier-mâché. Glue on a small stick painted dark green for the stem. The distinctive feature of a chilli in Indonesia is its glossy red colour. This can be achieved by applying a gloss lacquer over the red paint.

Ubi manis can be purchased from supermarkets. They come in a variety of colours, sizes and shapes which the students can reproduce with their models.

Paper clay. Attention to details can be achieved with this medium.

**Item:** bayam (spinach)

Bayam can be made with leaves cut from card. Build up several layers of paint to create a suitable texture.
The tropical set comprises a variety of fruits and vegetables which many students may not have tasted before. Most can be purchased from Asian supermarkets either fresh, frozen or canned. Some can be quite expensive which needs to be considered if planning a cooking lesson. All these fruits and vegetables are popular in Indonesia and are presented here to show students the diversity of foods from another culture and climate.

**Item:** **mangga** (*mango*)
- Weighted papier-mâché, weighted paper clay.
- Weight: 300-350g. *Mangga* are slightly bigger than an orange and almost egg-shaped with one end larger than the other. The skin is smooth and the colour can range from green to orange. Young *mangga* is sour and often eaten with other fruit and a spicy sauce. Ripe *mangga* is eaten as a sweet fruit.

**Item:** **durian** (*durian*)
- Paper clay or papier-mâché. Clay or wood for senior students would also produce realistic models.
- Art / Maths
- Weight: 1.5-3kg. *Durian* range from green to yellow with a 2–3cm thick stem. *Durian* can be as large as a small pineapple. Indonesian *durian* are almost round. *Durian* from Thailand are elongated although the taste is very similar. *Durian* are renowned throughout Asia for their sharp thorns, unusual taste and pungent odour. They are banned from being taken on most airlines because of their smell. *Durian* from Thailand are the kind usually sold in Asian supermarkets in Australia. They are sold frozen and need to be thawed before opening. Use a large knife (or two) to prise open the *durian*. Opening *durian* is a difficult task and not suitable for children.

**Item:** **rambutan** (*rambutan*)
- Papier-mâché, polystyrene balls or everyday clay.
- Weight: 50g. *Rambutan* are a small spherical or oval fruit with a diameter of approximately 40–45mm. They have small spikes or "hairs", thus their name "hairy fruit". *Rambutan* are bright red with a touch of green suggesting a fruit that has only just ripened. Make holes with a piece of coat hanger wire into a 40 or 50mm polystyrene ball or 50mm “polyegg”. Stick matchsticks broken into thirds into a polystyrene ball measuring 50mm in diameter. Stick each piece of match stick into the ball, pull it out, coat with glue (water-based) then push it back into the hole. Apply water-based paint.
Seed pods from She-oak trees can be painted with a fine brush.
Disadvantages: Slightly smaller than the real fruit and may be difficult to acquire.

**ITEM:** nangka (*jackfruit*)

- Weighted papier-mâché or everyday clay, clay or wood for senior students.
- **Weight:** 5–10 kg. Nangka are larger than a football and roughly oval in shape. They range from yellow to light green in colour. Nangka have hundreds of small spikes not nearly as sharp as a durian; however they are difficult to carry because of their weight. They are often sold in a woven carry basket. Nangka can be used when young. Nangka muda is used in savoury dishes such as the Yogyakarta specialty, Gudeg. Ripe nangka are eaten as a fruit.

Art / Maths

**ITEM:** belimbing (*starfruit*)

- Papier-mâché, paper, clay.
- **Weight:** 105–115 g. Belimbing look like a small air-ship. They are yellow-green in colour with five fins. The end of the fruit looks like a five-pointed star.

**ITEM:** salak (*snake skin fruit*)

- Papier-mâché, paper clay.
- **Weight:** 100 g. Snake skin fruit are named because of their textured skin. They are tear-drop in shape with the sphere part of the fruit approximately 5 cm in diameter.

**ITEM:** terung (*eggplant*)

- Papier-mâché.
- **Weight:** 150–200 g. Eggplant can be more slender and elongated than the common variety found in Australian supermarkets.

**ITEM:** manggis (*mangostein*)

- Papier-mâché using a balloon frame. This will keep the models light.
- **Weight:** 90 g. Manggis are approximately seven cm in diameter. They are one of the sweetest fruit and well worth the taste-test experience if available. Take care with the purple skin which stains easily.

**ITEM:** kacang tanah (*peanuts*)

- Papier-mâché.
- Aquire peanuts with shells. Split carefully then use sand paper to smooth the edges of the husks before gluing them together with two small stones inside to add weight.
Pasaran Kebutuhan Sehari-hari
(The Daily Needs Market)

**Set Kebutuhan Sehari-hari I**
These daily needs are common ingredients in daily meals.

**ITEM:** beras (uncooked rice)

1. Fill suitably sized clear jars with rice to a total weight of 500gms, 1 kg or 2 kg. Apply glue to the thread of the jar then screw the lid on tightly. Students can design labels for the jars, including language such as beras (rice grains), the weight and produksi Jawa (products of Java) for added authenticity.

2. Large jar of rice: paint clear-drying glue onto the inside of a clear plastic jar then pour uncooked rice grains into the jar and shake until the jar is coated in rice grains. When dry repeat this process until a thick layer of rice has been built up. Fill a white envelope or white paper bag with stones or sand to bring the total mass to 500g.

3. Sew sacks made of calico, design appropriate labels and fill with sand. Rice in Indonesia is usually sold in sacks. The demand is so great that Indonesia imports a lot of rice from Thailand and Vietnam. While the sacks make ideal market resource items and can be filled with any heavy material, it is very difficult to find Indonesian rice in Australia. Even the Indonesian grocery stores sell rice from Thailand and other countries.

Maths – measurement / Art – graphic design.

**ITEM:** nasi (cooked rice)

1. Glue onto plate with PVA glue.

**ITEMS:** roti (bread)   daging sapi (beef)   daging kambing (goat meat)   daging babi (pork)   daging ayam (chicken)  ikan (fish)  Papier-mâché, paper clay

1. Construct the papier-mâché models by cutting out many layers in the shape of the steak, fish etc. Bond together using the papier-mâché process then paint appropriately. Daging kambing is a red meat similar in appearance to lamb. Meat is expensive in Indonesia and is usually sold in smaller rather than larger cuts.
**Item:** mie (noodles)

Packets of Indomie noodles can be purchased from many supermarkets. The noodles need to be removed from the bags as they attract mice. The bags are thin and great care is needed to insert a wad of paper or cardboard and then reseal the bag with minimal sticky tape. This is a difficult procedure suitable for more senior students; however the language on the packets makes the effort worthwhile.

**Art / Maths**

**Item:** telur (chicken egg)

Papier-mâché, paper clay.

Blown egg shells: pierce both ends of an egg with a needle. Blow the contents of the shell into a bowl (make martabak or scrambled eggs). Submerge egg shells in warm water to clean. Store in egg cartons. Beware that these resources are very fragile.

**Set Kebutuhan Sehari-hari 2**

**Items:**
- saus tomat (tomato sauce)
- saus cabai (chilli sauce)
- mentega (butter)
- selai (jam)
- garam (salt)
- kecap manis (soy sauce)
- minyak goreng (cooking oil)

Preservation of authentic containers or construction of containers.

**Items:**
- makanan ringan (snacks)
- kue (cake)

Papier-mâché, paper clay.

Snacks and cake are often types of pastries or bread-like cake. Fillings can be sweet or savoury.

**Item:** permen (lollies)

Use clean lolly wrappers to wrap up stones. Seal the wrappers with glue.
Set Kebutuhan Sehari-hari 3

Drinks can be bought at market cafés to be consumed there or as “take-away”. Ingredients for making the drinks at home can also be purchased.

**Items:**
- teh (tea)
- gula (sugar)
- susu kental (condensed milk)
- air putih (plain water)

**Instructions:**
- Construction of boxes for tea, packets for sugar; cans for condensed milk and clear plastic bottles for water. Weigh and label each container appropriately.
- Condensed milk is often used for white coffee because it can be kept in a cool cupboard rather than a fridge.
- Label bottles for soft drink and syrup (cordial). Pour coloured paint into the bottles to coat the walls. Label tetra packs for orange juice. Add coloured and weighted material inside the bottles until correct colour and weight are attained.

**Items:**
- minuman ringan (soft drink)
- sirup (syrup)
- jus jeruk (orange juice)

**Instructions:**
- Drinks for sale as “take-away”. The Indonesian word for take-away is “dibungkus” which literally means “wrapped up”. Drinks are often chilled with ice blocks. They are prepared in a glass then poured into a plastic bag big enough to be filled to the three-quarter mark of the bag. A straw is inserted then the bag is sealed tight with a rubber band.

**Items:**
- susu (milk)
- teh (tea)
- kopi (coffee)
- es sirup (chilled cordial)

**Instructions:**
- Make a large cup of cordial and measure its volume and mass. Pour the liquid into an inflated balloon and tie. Make a mixture of food colouring and sand to the appropriate weight. Using a funnel pour the mixture into a balloon of the correct colour. Inflate the balloon to a size similar to the real drink. Tie the balloon with a knot. Insert with a straw into a small plastic bag and tie with a rubber band.

**Instruction:**
- Many children drink fresh milk sold daily in plastic bags.
Minuman Di Warung (Drinks at the Café)

Especially for role plays, dramas and larger productions, drinks can be made on stage as part of the act. The preparation gives the characters something to talk about and then they can sip on the drink during the play.

Most drinks whether hot or cold are served in a glass. Three teaspoons of sugar is common in tea, coffee and orange juice.

Cold Drinks

At traditional cafés cold drinks are made with hot water that has been boiled to kill any germs and to dissolve the sugar. Smashed ice is added to chill the drink.

Bottles

Drinks in bottles make great displays and props for role plays. To prevent the liquid from becoming mouldy, the following steps need to be taken:

1. Choose plastic bottles because they seal well, and are safer in the classroom.
2. Boil rainwater to sterilise it. Use a bottle brush and scrub the bottles and lids with sodium metabisulphite, which is used in home brewing kits and can be purchased from hardware stores and some supermarkets. Bleach is another alternative. Follow instructions on the packets when using these chemicals. Rinse the bottles and lids with sterilised water (boiled rain water).
3. Add clothing dye to sterilised water until the desired colour is attained. Fill the bottles with this liquid leaving some air space. NOTE: Some food dyes may contain some bacteria. Make a test bottle for each colour several weeks prior to making the class set.
4. Wipe synthetic glue (not a flour-based mixture) sparingly around the thread of the bottle and screw the lid on tight.
5. Paste any suitable Indonesian language labels onto the bottle to identify its contents.

Drink bottles preserved in this way will be used as language resources for many years without discolouration.

WARNING
Store in a box clearly labelled “Drama Props”. Not for drinking. Do not open bottles. Store at room temperature away from extreme temperature changes.
Pasar Mainan (The Toy Market)

Set Mainan 1

ITEMS: bola (ball) boneka (doll) mobil-mobilan (toy cars)
        balok (blocks) boneka beruang (teddy bear) yo-yo (yo-yo)

Acquire.

ITEM: ular-ularan (toy snake)

Acquire.

Snakes can be constructed as a textiles task. Glue buttons or add stitches to a snake-shaped piece of material. May be two or three dimensional.

Art – textiles.

ITEM: wayang (puppet)

Cut out silhouettes of wayang kulit (shadow puppets) from thick cardboard. Use scissors, knitting needles, pins etc. to create as intricate a pattern as possible. Use large skewers for rods and the “back-bone” rod of the puppet.

Wayang kulit are made from buffalo hide with rods made from buffalo horn.

ITEM: layang-layang (kite)

Decorative kite. Use the material (paper or cloth) of a simple diamond-shaped kite as a canvas. Paint, tie-dye or glue coloured paper onto the surface of the kite to create images of a theme such as Hari Merdeka (Independence Day), warna-warna (colours), or binatang-binatang (animals).

Using light balsa wood or plastic rods, light plastic sheet and fine fishing line, construct a simple one string diamond shaped kite.

Art / Technology – structure.

Kite “playing” in Indonesia is a very competitive game where children pit their kites against each other in battle. Kite flying season occurs when the dry season is coming to an end. Children play this game in paddocks or from their home. A lone kite in the sky will attract the attention of other children in the area who then launch their kite to do battle. Sometimes the combatants won’t see each other as they are standing several streets apart. The string used is very thin and coated in glass powder. This abrasiveness enables one kite to cut the string of another and knock it out of the sky. When this happens, younger children will chase the falling kite hoping to capture it when it lands.
Set Mainan 2

This set contains passive games, craft and musical instruments. These items can be used as props in market activities and role plays as well as being played using Indonesian language.

**ITEM:** congklak (a traditional Indonesian game which involves counting and strategy refer to page 44).

- Tape a small yoghurt container (or similar) to each end of an egg carton. Although having only six holes per side instead of seven, students may still experience playing congklak.
- Shape wood or clay congklak boards.
- Art – construction / Woodwork.

**ITEMS:**
- gitar (guitar)
- suling (recorder or flute)
- gendang (drum)

- Acquire by donation.
- Construct. Decide from the beginning whether the instruments are to be primarily decorative as market items or functional as musical instruments as well. Many music activity books which include instructions on instrument construction are available.
- Music / Art

**ITEMS:**
- kelereng (marbles)
- kartu (playing cards)

- Acquire by donation.

**ITEMS:**
- papan catur (chessboard)
- buah catur (chess pieces)

- Acquire by donation.
- Can be made from cardboard, clay, paper clay or wood. This may be a viable project if chess competitions are played as a school activity.

**ITEM:**
- topeng (mask)

- Paper, cardboard, paper clay or papier-mâché can be used to form a mask frame which can then be decorated.
- Traditional masks portray many wayang characters. Animal and people masks can be used to great affect in role plays (refer to the templates on pages 71 and 72).
**ITEMS:** **bunga** (flowers)

1. Tissue flowers using several three-ply tissue squares together cut approximately 0.5 cm from all four sides. Fold the tissues concertina-style. Fold in half and attach a wire stem. Peel apart the tissue layers to form a chrysanthemum-style flower. Wind narrow strips of green tissue paper around the wire and fix it with glue. 
   **NOTE:** more tissue squares will produce a larger, fuller flower.

2. Use fresh flowers or grow flowers in pots specifically for use in a drama or performance. Flowers with solid colours are easier to describe in role play conversations.

Art – textiles / Science.

**Set Mainan 3**

This set of sports equipment can be acquired or borrowed from the Physical Education department.

**Bola takraw** is a ball approximately 18 cm in diameter made from plaited rattan.

1. Papier-mâché.
TEMPLATE FOR PHOTOCOPYING ALSO AVAILABLE ON THE CD-ROM.
TEMPLATE FOR PHOTOCOPYING ALSO AVAILABLE ON THE CD-ROM.
**Pasar Alat-alat Rumah Tangga**  
*(The Household Goods Market)*

**Set Alat-alat Rumah Tangga 1**

These “table” items can be acquired by donation e.g. *mangkuk* (bowl), *gelas* (glass), *sendok* (spoon) etc.

**Set Alat-alat Rumah Tangga 2**

These household items can also be acquired by donation.

Batik designs can be applied to make *alas piring* (place mat) and *alas gelas* (drink coasters).

**ITEM:**  *kipas tangan* *(hand fan)*

These can be made as an art activity incorporating batik and wood construction. The frame can be constructed from ice-cream sticks, old rulers cut down the middle or other light wood. Fan frames can also be purchased from art suppliers.

**Set Alat-alat Rumah Tangga 3**

**ITEMS:**  *sabun* *(soap)*  
*pasta gigi* *(toothpaste)*  
*pencuci rambut* *(shampoo)*

Make Indonesian labels for packets.

Fill and preserve packets from authentic packets. These items can be purchased from Asian supermarkets.

Other items can be acquired.
Further Reading and Contacts


Satchwell, P & J. de Silva 1995, Catching them Young, CILT, Young Pathfinder 1, London.


Exploiting Authentic Documents


Games

Payne, H. & Ahang S. 1993, Diddy Dots Too! Games For Communication and Socialisation, Education Department of South Australia, Adelaide.

Langram, J. & Purcell S. 1994, Language Games And Activities, CILT, London. (One in a series of books on teaching languages to adults.)


Theories of Language Acquisition


Developing Listening Skills


Developing Speaking Skills

Hadfield, J. 1984, Elementary Communication Games, Nelson, Surrey, UK. (Also, Hadfield’s intermediate and advanced communication games.)


Sidwell, D. 1993, A Tool-kit For Talking, CILT, London. (Strategies for adult learners. Excellent examples of information gap activities.)

Developing Reading Skills


**Developing Writing Skills**


**Indonesian Resources and Services**

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**Art Resources**

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