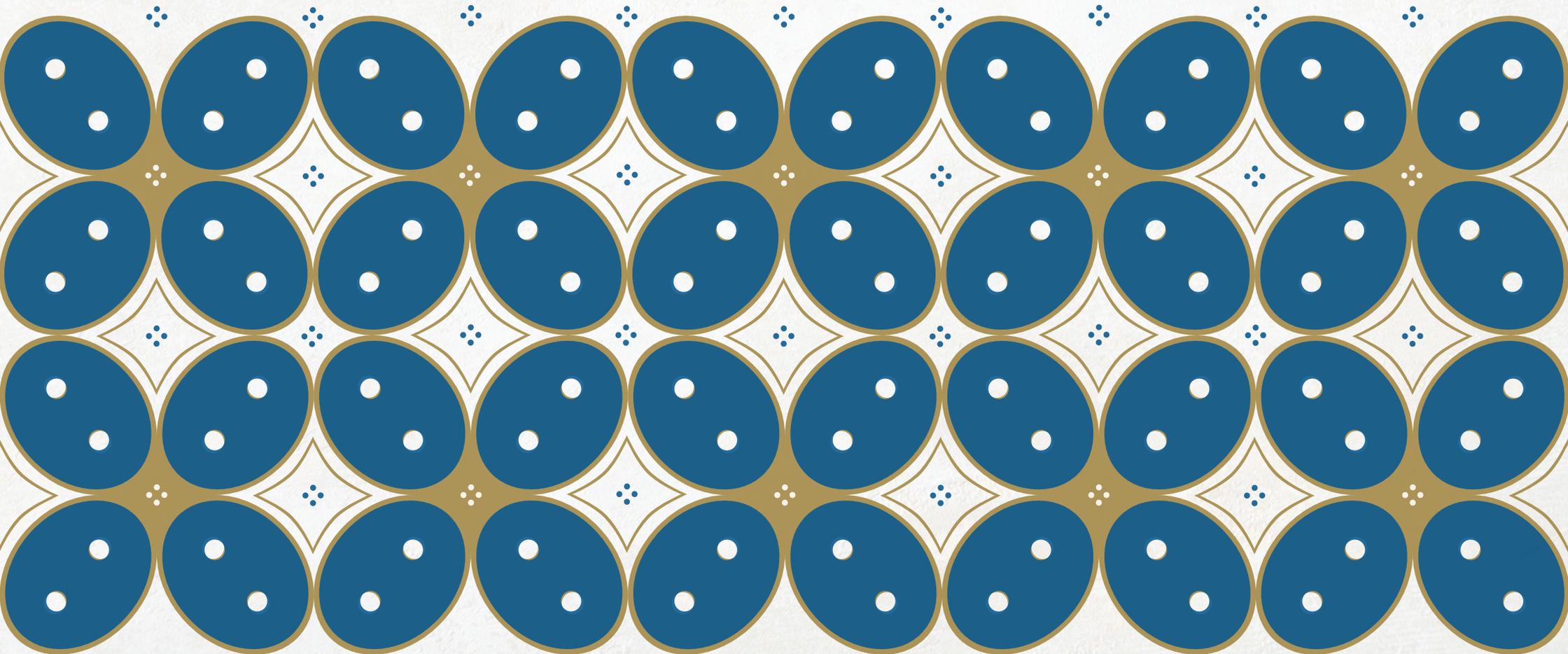


# INDONESIA

## Education Pack



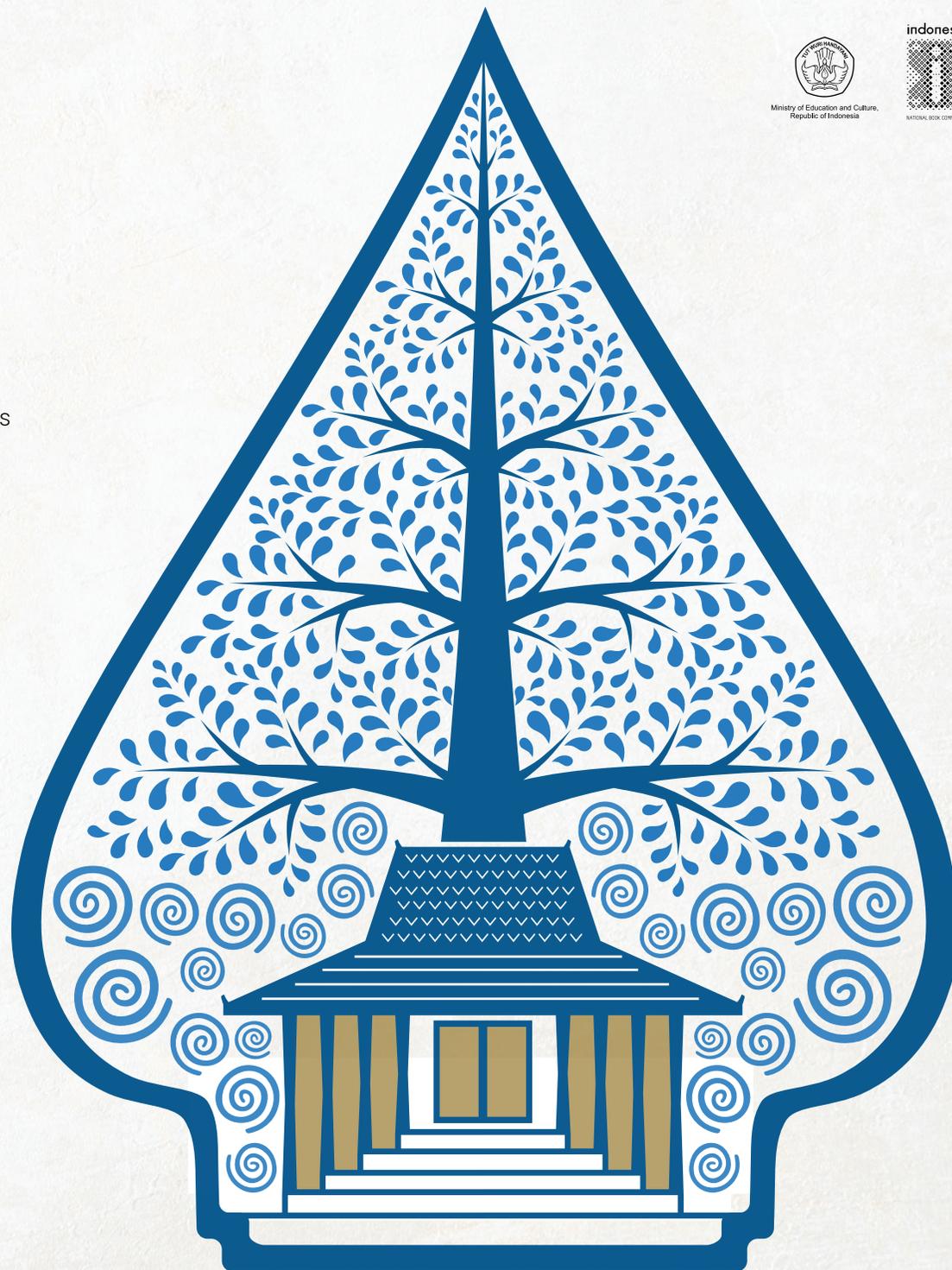
## Introduction

# Welcome to Indonesia

Indonesia is a fascinating, diverse country of contrasts in Southeast Asia with an immensely rich and vibrant culture. It is the largest archipelago in the world containing over 17,000 islands and is home to 633 ethnic groups of people who speak 652 regional languages! It is known for its beaches, volcanoes, rainforests and amazing wildlife including orangutans, komodo dragons, and tigers.

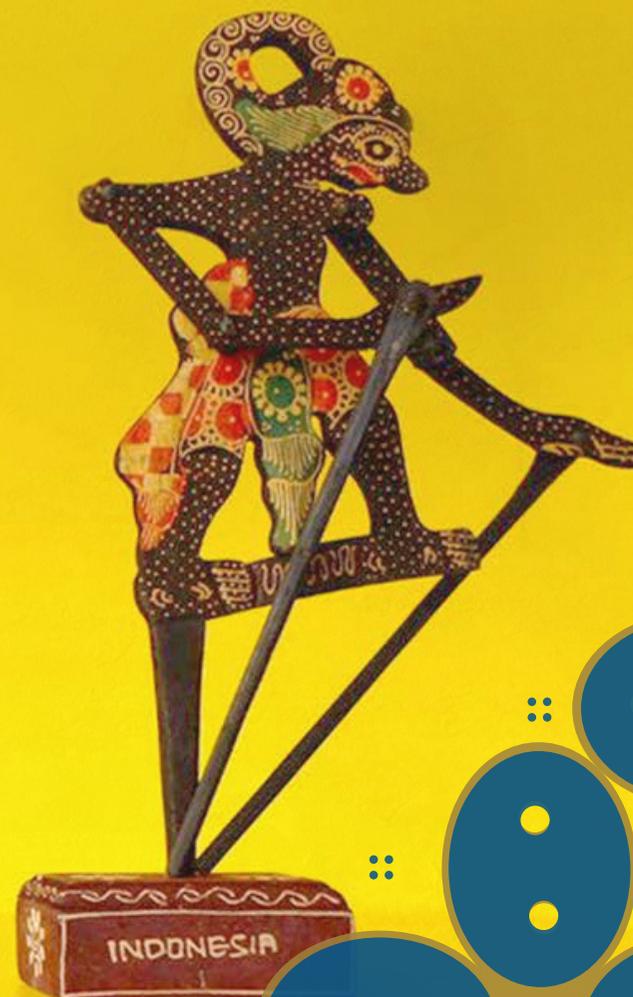
This education pack is designed to help teachers introduce aspects of Indonesian life, language and culture to their pupils aged 7-11. It contains ideas and activities that can be used in lessons and assemblies, factual information and resources to help your pupils develop a deeper knowledge and understanding of the biodiversity, stories and culture of this fascinating country.

The materials are designed to be flexible and adaptable for use in a variety of settings. They can be used as starting points for individual lessons or form part of larger cross-curricular joint projects involving collaboration with a partner school over a number of subjects. Your pupils can learn how to greet a friend in an Indonesian language, get creative making shadow puppets, kites and telling stories, cook a traditional recipe and find out about other aspects of Indonesian culture using our wide range of classroom resources and activities.



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# Fascinating facts

## from two native animals of Indonesia!

**Learning Objectives:** To learn about the physical geography, flora and fauna of Indonesia.

**Curriculum Links:** English and Geography.

**Core and transferable skills:** Communication and collaboration, digital literacy.

**Sustainable Development Goals:**

SDGs 14 and 15 Life on Land and Life Below Water.

**Preparation and Resources**

**You will need:** Copies of the information sheet, access to information books, atlases and the internet.

Indonesia is a vast country of contrasts with a wide variety of landscapes and habitats. Do you know that the country is located in the Pacific Ring of Fire and has 127 active volcanoes? That's more active volcanoes than any other countries in the world.

To help your pupils find out about this captivating country, print off the following information sheet. It introduces two characters from the native wildlife of Indonesia who share some fascinating facts about the country where they live.

Ask your pupils to read the information sheet together and then carry out the following activities in pairs or small groups:

## RESEARCH ACTIVITIES

Can you...

- Find Indonesia on a world map and locate the islands of Sumatra and Komodo where Popo and Momo live. What is the name of the imaginary line that passes through Indonesia dividing the earth into the Northern Hemisphere and the Southern Hemisphere?
- Highlight three pieces of information provided by Popo and Momo that you find interesting. Use this to write 3 quiz questions and answers to try out on your friends and family.
- Create a fact file containing information about orangutans, Komodo dragons or another animal native to Indonesia. Can you find out why these animals are endangered and what is being done to protect them and their habitats?
- Use this information to create a display, wikipage or book for your class library and share what you have found out with another class.

### Partner School activities

If you are working with a partner school, you could:

- Exchange your research about the biodiversity of Indonesia.
- Create posters drawing attention to the dangers currently facing Indonesian animals and their habitats.





**Popo:** On Sumatra, the island where I live, you can visit the Toba Lake in the north. It is the largest volcanic lake in the world.

**Momo:** The lake was formed after a massive volcanic eruption 73,000 years ago. It was estimated to be the largest eruption in the last 25 million years. The ash reached as far as Central Africa, and scientists believe it changed the global climate at the time.

**Popo:** It is here, in North Sumatra, that my family lives. We are called the Sumatran orangutans, or *Pongo abelii*. There's also the Kalimantan orangutans or *Pongo pygmaeus* that live in parts of Borneo (we call it Kalimantan). Unlike gorillas or chimpanzees, orangutans do not live in groups. I grew up with my mother until I was six and could find my own food. As an omnivore, I like fruit, honey, and insects.

**Momo:** You can also find the biggest and smelliest flower in the world on Sumatra. It's called *Rafflesia arnoldii*, named after the British scientist Joseph Arnold. This rare flower was found by an Indonesian who helped lead an expedition in 1818.

**Popo:** Also known as the corpse lily, *Rafflesia arnoldii* is one of Indonesia's national flowers, along with the white jasmine and the moon orchid. It can reach one metre in diameter when it blooms, and weighs 24 pounds! It has a stinking smell that lures flies to help its pollination.



**Momo:** Now, it's my turn to introduce myself. The locals call me Ora, while my Latin name is *Varanus komodensis*. I'm the largest lizard in the world, but don't be fooled. I am dangerous, can climb trees, swim and dive as far as 12 feet, and run as fast as 12 mph. I can also detect carcasses with my sense of smell from sixteen feet away! I live on the Komodo Island, a national park that is a UNESCO World Heritage Site.

**Popo:** We hope now you know a little more about Indonesia. It is a diverse country yet united in one land, one nation, and one language. In fact, *Bhinneka Tunggal Ika*, a Sanskrit phrase meaning "unity in diversity", is our national motto. We hope you might come and visit us one day with your family!



Ministry of Education and Culture,  
Republic of Indonesia

Indonesia



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# Storytelling and shadow puppets

**Learning Objectives:** To engage with a traditional Indonesian story and carry out activities to deepen understanding and engagement with the text. To learn about the traditions of Wayang, practice oral storytelling techniques and make shadow puppets to retell the story of The Golden Cucumber.

**Curriculum Links:** English, Drama, Design and technology, Art and design.  
Core and transferable skills: Communication and collaboration, creativity and imagination, problem solving.

**Preparation and Resources:**

**You will need:** copies of the story of The Golden Cucumber, puppet making materials.

## INFORMATION FOR TEACHERS TO SHARE WITH PUPILS

Indonesia has a rich heritage of oral storytelling. In the past people would gather round in a circle each night to listen to the local storyteller. One common approach that is still used today to tell stories in Indonesia is Wayang. This is a form of puppet theatre where a story is told using shadow puppets against a cloth screen that is lit from behind by a coconut oil lamp. A single person can control many puppets, provide their voices and sing songs as the story is performed.

Wayang can come in a variety of forms. This includes three dimension props such as wooden puppets (wayang golek), two dimension leather puppets (wayang kulit) and stage performances with people (wayang orang).

The Golden Cucumber is a traditional story, which can be told using shadow puppets.



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## ACTIVITIES

Reveal the intriguing title and ask your pupils to predict how a golden cucumber might feature in the story? Read the opening six paragraphs in part one with the class and then pause and invite them to draw a large picture of what they think the monster Buto Ijo might look like from the description given in the text.

Conscience Alley is a drama technique for exploring dilemmas faced by characters in a story or play. Divide the class into two lines facing each other. Ask two pupils to take the roles of the farmers and walk between the two lines, as the rest of the class quietly give advice about whether the farmers should agree to take Buto Ijo's deal or not. When they have walked up and down the lines, ask the children playing the roles of the farmers. what they think their characters should do? Should they take up the deal? Ask them to explain the reasons for their decision.

Continue to read the rest of the story and at the end, invite the class to write three questions on sticky notes that they would like to ask the farmers or Timun Mas. Collect the questions and then invite members of the class to act in role in a 'hot seating activity' as one of the characters and give answers to the questions.

Divide the class into groups of four. Encourage each group to reread the story together and record the order of the events of The Golden Cucumber as a story map with pictures on a large piece of paper. This can act as a visual reminder to help them to retell the story orally without notes. Ask each group to then practice retelling the story as a group performance. If they wish, they can add additional description or dialogue to make it their own.

Discuss with your class if there are any elements or characters that remind them of traditional tales from their own country.

# The Story of the Golden Cucumber

## PART ONE

Long ago, in Central Java, lived a husband and a wife who were longing for a child. They were humble farmers who were diligent and hardworking, but every day they came back to an empty house.

Every night, the farmers prayed for a son or a daughter. One night, while they were praying, a giant called Buto Ijo walked past. He heard the farmers' prayer and he stopped.

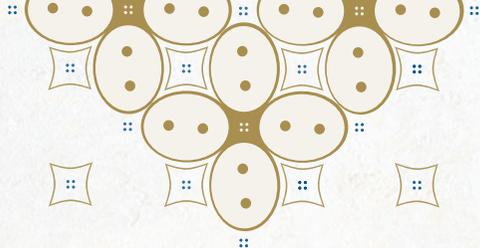
"Don't worry, farmers!" Buto Ijo called out. "I can make your wish come true!"

The farmers peeked through their window and saw a frightening monster. Not only was his body green, but the creature also had big, coarse hair, two large eyes that were bulging out of the sockets, and sharp teeth. However, the farmers were not afraid.

"How can you help us?" asked the husband.

"Here's a deal. I will give you a baby that you can raise with love. If the baby is a boy, you can keep him. If it is a girl, you must give her to me when she turns 15," said Buto Ijo.





## PART TWO

The farmers had been wishing for a child for so long that they did not think twice. They gladly took the giant's offer. They thought that if they had a daughter, they would have fifteen years to think of a plan to outsmart the giant.

"Very well," said the giant, handing the farmers a small seed.

"Plant this and harvest the fruit."

"Remember our deal!" yelled Buto Ijo as he walked away, shaking the ground with every step.

The farmers planted the seed and nurtured it carefully. After a short time, the seed grew into a large plant that bore an enormous golden cucumber. When it was ripe, the farmers harvested the fruit and cut it open. They were very happy to find a tiny baby girl inside the fruit! They took her home and named her Timun Mas, or Golden Cucumber.

Years passed, and Timun Mas grew into a beautiful girl. Her parents loved her very much, but they grew anxious as Timun Mas's fifteenth birthday was approaching. Her mother, who could not bear the thought of losing her beloved daughter, decided to seek help. She walked for many days to a faraway mountain, where an old hermit was said to live.

The kind hermit knew why the lady farmer had come, and he gave her a small bag containing a needle, a pinch of salt, and shrimp paste – a popular cooking ingredient from fermented ground shrimp.

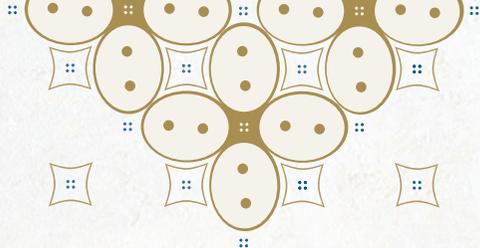
"Give this to your daughter on her birthday. When the giant comes for her, she must run and throw the objects inside one by one," instructed the hermit.

The farmer thanked the old man and walked home. On her fifteenth birthday, Timun Mas knew that a green giant would come for her, but she was not afraid. Her mother had given her the tiny bag and told her what to do. When the sun was high, the farmers and Timun Mas heard heavy footsteps approaching their house.

"Run as fast as you can, Timun Mas," the lady farmer hugged her daughter.

Timun Mas nodded, kissed her parents, and ran out of the house, clutching the tiny bag in her hand. Buto Ijo roared angrily. He started running and chasing Timun Mas.





Timun Mas opened the bag and threw the first object behind her. It was the needle. As it touched the ground, a dense bamboo forest sprouted instantly. Buto Ijo howled out in pain as the sharp bamboo tips pinched his feet. It slowed him down, but he could still run after Timun Mas.

When Timun Mas saw Buto Ijo getting closer, the brave girl reached into her bag and threw the second object behind her. It was a pinch of salt that turned into a stormy sea! Buto Ijo had to swim across it to try and catch Timun Mas. Again, this slowed him down, but did not stop the monster from his pursuit.

As Buto Ijo picked up speed and began getting closer and closer, Timun Mas dug her hand into her bag and found the last object - the shrimp paste. She threw it behind her with all her strength, and the paste turned into a muddy pool. Buto Ijo roared with laughter. He had conquered the bamboo forest and the sea; surely some mud would not stop him.

Buto Ijo jumped into mud, but it was actually a quicksand that instantly sucked down his body into the mud. He gasped for air, but the sand drew him in deeper and deeper. Before long, Buto Ijo was completely drowned and gone.

Timun Mas danced with joy and she walked back home. Her parents could not have been happier to see their beloved daughter, and now they could live together in peace.



## Part 2

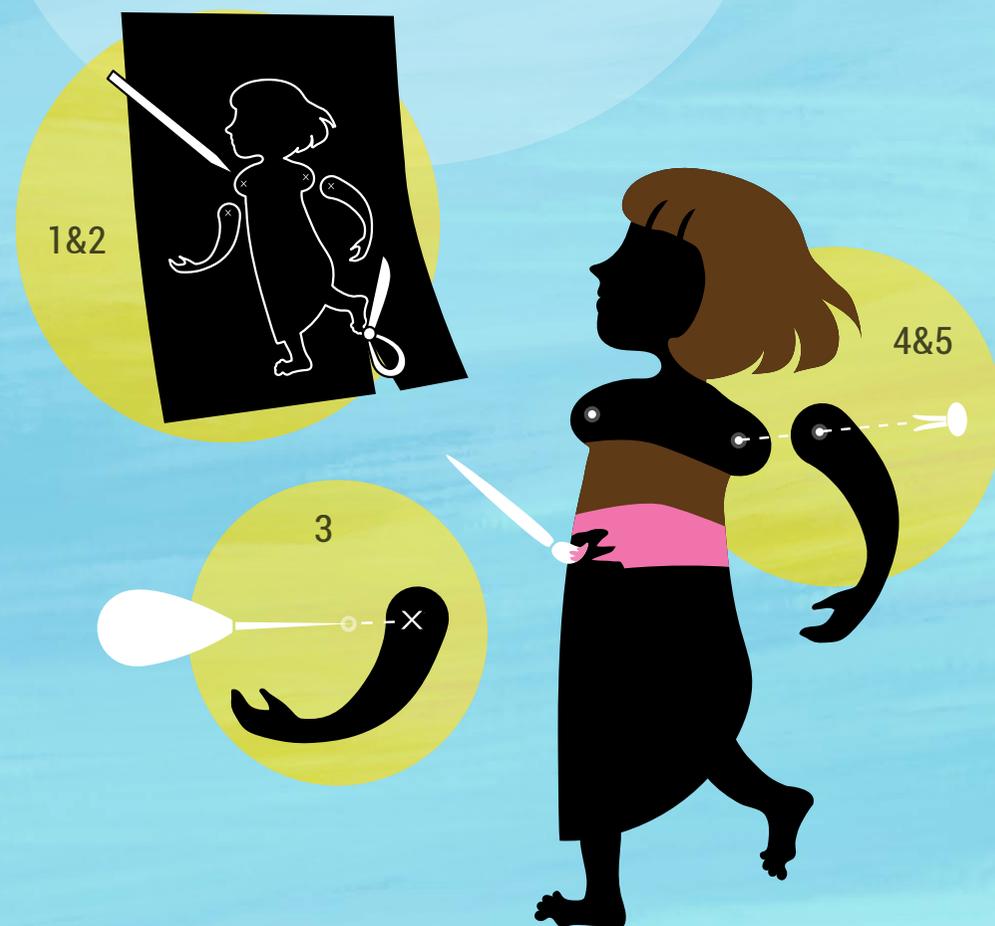
# Making traditional shadow puppets

Explain that Wayang is a popular way of telling stories in Indonesia and show your class how to make traditional shadow puppets based on the characters of the Golden Cucumber using the instructions on the activity sheet. This short clip will help you: <https://youtu.be/M1PM9le-KTk>

### ACTIVITY SHEET

1. Allocate each member of the group one of the templates provided, and ask them to copy the outline of the puppet onto a sheet of black card.
2. Go over the outlines with a marker and cut out the pieces carefully.
3. Carefully make a hole at the points marked with an 'X' with a bradawl and strengthen each hole on the back with a sticky paper hole reinforcer to prevent them from tearing.
4. Paint and decorate the characters. It could be just one side or even both sides. Make sure the moveable pieces are in the same set of character.
5. Attach the moving parts to the main puppet using paper fasteners pushed through the reinforced holes from the front and opened out at the back.

**You will need:** black card, masking tape, markers, scissors, paints and other decorative materials, a bradawl, paper hole reinforcers, brass paper fasteners, sticks (chopsticks, lolly sticks or garden canes), a sheet and light source.



6. Now you have a moveable puppet. You need to attach the sticks as a handle in order to animate the puppet. Pick a longer stick and place it to the middle of the main body using masking tape.
7. Attach a shorter stick to the end of the moving parts using masking tape. Repeat the process for all the moving parts of the puppet, so each piece has its own handle attached.
8. You may add more objects in the story using everyday objects such as straws for the bamboo forest.
9. Use a lamp to shine on a light coloured cloth or wax paper screen. Practise moving your puppets in front of the light to make the shadows move. Try holding your puppets further and closer to the light and see what effects it makes.
10. When they have completed their puppets, encourage each group to practise retelling their Wayang version of The Golden Cucumber before performing it for another class on the screen.



#### Partner School activities

If you are working with a partner school, you could share photographs and short film clips of your wayang puppet shows.

# Timun Mas

## Shadow Puppet Template

Please feel free to print and enlarge the sheet to A3 size. For an individual template, go to:

<https://islandsofimagination.id/web/books/shadow-puppet-template>



## An Introduction to Indonesian Language

**Curriculum Links:** Modern languages

**Core skills:** Communication and collaboration, citizenship, creativity and imagination.

**Learning objectives:** To learn how to greet and thank someone and count from 1 – 10 in the Indonesian language. To become familiar with a traditional fable – The Mousedeer and the Crocodiles.

Explore with your class the nature of verbal and nonverbal greetings. Why do we use them? Ask your pupils to walk around the room and demonstrate how they might greet their Mum and Dad, a friend, their Head Teacher and their Head of State. How do they differ?

How many greetings in other languages do your pupils know?

Do they know what they mean in English?

Click the "▶" button to hear the pronunciation.

SELAMAT  
PAGI

SAMA-SAMA

TERIMA  
KASIH

## ACTIVITIES

Encourage your pupils to listen to the sound files and try saying these phrases for greeting and thanking people in the Indonesian language with a partner. They could invent short role-plays in different environments to practise them.

**Selamat pagi** = Good morning.

**Bapak** = Father.

**Ibu** = Mother.

**Terima kasih** = Thank you.

**Sama-sama** = You're welcome.

**Maaf** = Sorry.

**Sampai nanti** = See you later.

Share with your pupils the following short story set in the Indonesian rainforest, which uses the vocabulary they have learnt.

Audio from Google translate.



## A Day in Sumatra Rainforest

One morning in a tropical rainforest, a new day began. As usual, Popo the orangutan was awoken by the rooster.

**"Selamat pagi, Ibu,"** Popo greeted her mother.

**"Selamat pagi, Popo,"** Ibu replied. She was busy preparing meal for the family. "Could you please call Bapak? I believe he is picking fruit outside." Popo sprightly swung from one branch to another. She found Bapak not far from their home.

**"Bapak!** Let's eat. **Ibu** has prepared our meal," Popo called.

"In a minute, Popo. I need to pick some more fruit. Help me carry these, will you?" **Bapak** answered.

Popo immediately helped. Not long afterwards, Bapak was done with the fruit picking. "Now, let's go home. **Terima kasih,** Popo, you're very helpful!"

**"Sama-sama!"** replied Popo cheerfully. Father and daughter swung side by side to their home. But... ouch! Popo accidentally dropped a banana.

**"Maaf!** It's slipped out of my hand," Popo apologised to her father.

"It's fine, Popo. Be more careful next time, okay?"

As they reached home, Popo asked her father, **"Bapak,** why didn't you take all the bananas? I noticed you left some on the tree."

"You know, Popo, we take what we need. It's not good to pick more than what we can eat," said **Bapak**.

"That's right," **Ibu** responded. "Remember that we're not alone in this jungle. Other animals need food, too."

Popo nodded. She had not thought about this before.

The orangutan family ate their meal together, and Popo helped clear the table afterwards.

**"Terima kasih,** Popo," said Ibu.

**"Sama-sama!"** replied Popo. "May I go play with my friends?"

"Sure. Just be careful and go home before the sun sets!"

Popo hugged her parents and swung out of the house. **"Sampai nanti!"**

**"Sampai nanti!"** replied **Bapak** and **Ibu**.

Soon, the sounds of young orangutans playing with joy filled the jungle.



Encourage your pupils to invent their own short stories set in Indonesia, which practises the vocabulary they have learnt.

## The Fable of

# the Mousedeer and the Crocodiles

The Mousedeer and the Crocodiles is a traditional Indonesian fable in which a small mousedeer outwits a river full of crocodiles by being able to count to 10! Help your children to learn the Indonesian numbers for 1-10 and then practice them during the reading of the story. As the mouse deer crosses the river, encourage one half of the class to call out the numbers in English, while the others can say them in Indonesian.

- One – **satu**
- Two – **dua**
- Three – **tiga**
- Four – **empat**
- Five – **lima**
- Six – **enam**
- Seven – **tujuh**
- Eight – **delapan**
- Nine – **sembilan**
- Ten – **sepuluh**



Click the "▶" button  
to hear the pronunciation.

The crocodiles in the river are not good at counting. Sometimes they can recall the correct order of numbers, but most of the times they fail. One, two, three, six, five, nine... ah, it does not matter. They only need to wait in the narrowest part of the river, where the other animals travel across, and their stomachs will definitely get full!

One afternoon the crocodiles were lolling sleepily in the river as usual. The Mousedeer was planning to visit his grandfather across the river and tiptoed carefully to the bank. One crocodile who was only pretending to be asleep cried out, "A MOUSEDEER!"

The call woke all his friends. The stiffly sprawling crocodiles moved vigorously towards the Mousedeer.

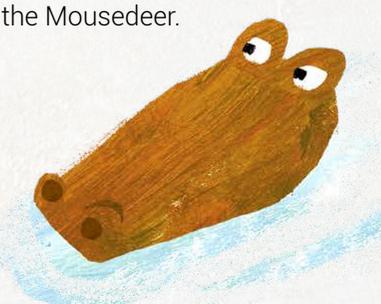
"Hahaha..." they sniggered, "today you will be our meal!"

As the crocodiles closed in on the Mousedeer, it seemed impossible for him to escape. However, although his heart was beating fast, the Mousedeer had a plan and was ready to execute his strategy.

"Wa-wait... before you eat me, don't you have to think first how you will share my body between all of you?" shouted the Mousedeer.

"That's not necessary!" the Fat Crocodile yelled.

Audio from Google translate.



"No, the Mousedeer is right! I always get the smallest part,"  
the Tiny Crocodile exclaimed.

"Same here! I often don't even get any share of meat,"  
the Skinny Crocodile responded.

"Okay, okay," said the Brawny Crocodile.

"Let's count our numbers, then!"

"One, three, four, seven..." "**satu, tiga, empat, tujuh.**"

"Wrooong! That's not the correct order!" several crocodiles shout.

The others also tried to count. "One, two, three, four... **satu, dua, tiga, empat.** Umm, what comes after **empat?**"

Soon the river was filled with the crocodiles arguing over numbers.

The Mousedeer spoke up, "I can help!"

The crocodiles welcomed his offer. The Mousedeer instructed  
them to line up next to each other.

"Now, I will count while standing on your back, from one end to  
the other," he told the crocodiles. "Just follow my lead!"

"ONE!"

shouted the Mousedeer while he jumped on top of the first  
crocodile's back.

"**SATU**" The crocodiles counted in unison.



"TWO!" **"DUA"**

"THREE!" **"TIGA"**

"FOUR!" **"EMPAT"**

"FIVE!" **"LIMA"**

"SIX!" **"ENAM"**

"SEVEN!" **"TUJUH"**

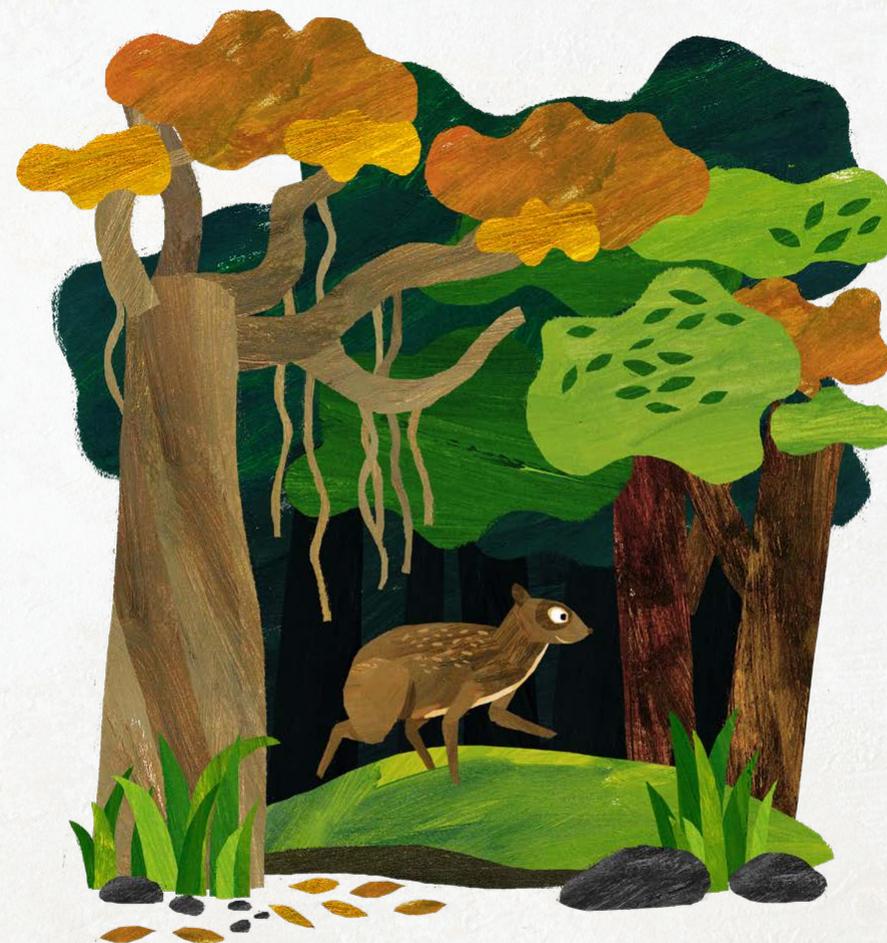
"And the last one... what's after seven?"  
asks the Mousedeer.

"EIGHT!" **"DELAPAN"**

shouted the crocodiles merrily.  
They had remembered their numbers!

"Let's divide the Mousedeer into eight parts!"  
said the Brawny Crocodile.

But when they turned around, they realised  
that the Mousedeer had crossed the river  
and run deep into the forest without a trace.  
Realising they had been fooled, the crocodiles  
could only blame one another as their  
stomachs grumbled!



Fables are stories from around the world that traditionally feature animal characters and a moral contained within the tale. Ask your pupils to discuss with a partner what they think the moral within this fable might be?

Many countries have traditional fables like this one, that feature a small animal hero or heroine triumphing over adversity and larger, fiercer animals.

Can your pupils think of any examples from their own country or culture?

Perhaps they could write their own versions and share them with another class.

#### **Partner School activities**

If you are working with a partner school, you could:

- Share the stories which feature the Indonesian vocabulary they have learnt.
- Exchange popular animal fables from their countries.

# Festivals and Celebrations

**Curriculum Links:** Design technology

**Core skills:** Communication and collaboration, creativity and problem solving.

**Learning objectives:** To learn about some of the food and activities associated with Indonesian festivals. To make a traditional kite.

## INFORMATION FOR TEACHERS TO SHARE WITH PUPILS

If you visit Indonesia, you will see a diverse range of colourful traditional and contemporary festivals celebrated throughout the year. One such festival is The Bali Kite Festival.

This festival is held at the start of the windy season in Padang Galak - a popular kite-flying beach on the island of Bali. It began as a thanksgiving celebration for the harvest, but has now become a kite competition that attracts large numbers of visitors every year.

You will see a sky full of kites in all shapes and sizes including sea creatures and dragons with long tails, flying with giant trains and even pirate ships!

Traditional giant kites can be up to 4 metres wide and almost 10 metres long. They are made and flown competitively by teams from the local villages.

You can see some of the kites from a recent festival being flown here:

<https://www.youtube.com/watch?v=FIDqmx4CuA0>

Flying kites is a popular activity throughout Indonesia. Each area has its own names and shapes.

In Makassar, a snapped kite is known as **layang-layang kepa** or **kepa** kite. When this happens, children will try to predict the direction of the kepa kite. Armed with bamboo poles with dry twigs on the tips, they will run and try catching it.

In Payakumbuh, the most common types of kite made by children are called **maco** (diamond shaped) pronounced ma-cho and **darek**, which are ellipsis and triangle shaped.

Why not try following these instructions to make some simple **maco** kites with your pupils?

This short clip will help you.

<https://www.youtube.com/watch?v=84c0To48gKc>

## ACTIVITY SHEET

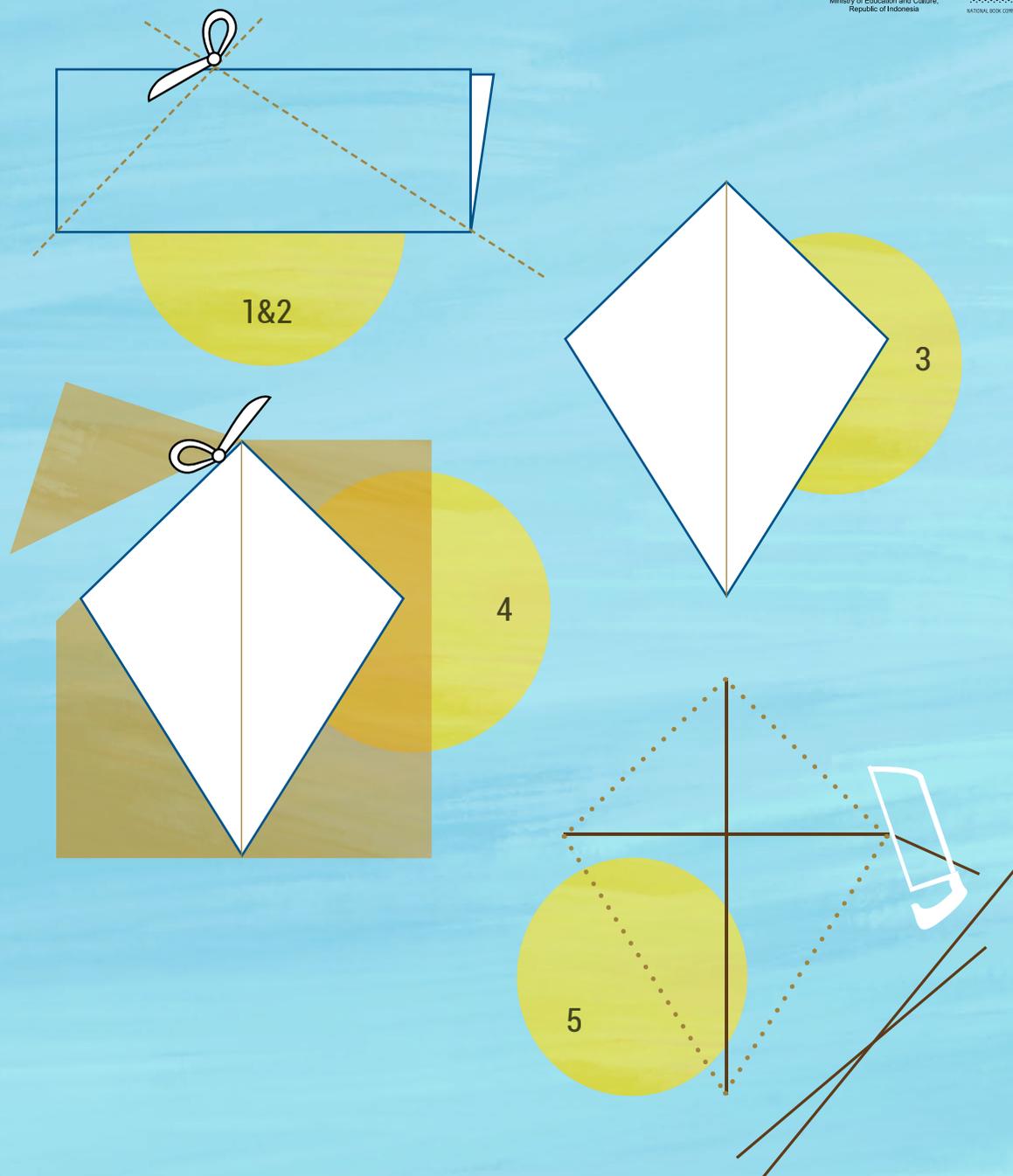
# Make a traditional kite

### You will need:

- card and tissue paper or strong wrapping paper
- thin bamboo sticks commonly used for supporting plants
- scissors
- sticky tape
- string
- pen
- handsaw
- twine or string

### Instructions:

1. Take a piece of card approximately 40cm x 38cm and fold it in half lengthways.
2. Cut off two triangles
3. Open up the card to reveal a traditional kite shape and put the spare paper to one side.
4. Wrap the kite shape in tissue paper and stick down with sticky tape.
5. Measure and cut your two pieces of bamboo with a small handsaw to fit your kite shape. Note that the vertical strut will be longer than the horizontal one.



6. Attach with glue or sticky tape to form a cross shape and give a rigid structure to your kite.
7. Turn the kite over and make a small incision where the sticks cross.
8. Attach the string by threading it through the small incision in the centre of the kite. Loop it around the bamboo sticks before threading it back and knotting it on the front side. You may need a partner to help you with this bit.
9. Use the remaining tissue paper to make a tail and decorations and stick to the bottom and sides of the kite.
10. Decorate your kite with an eye-catching design.



# The Kite Song

There is a famous Indonesian children's song that teaches the steps in traditional kite making. You could share this with your pupils and sing along while making your kites! You can find a copy of the song at: <https://islandsofimagination.id/web/video/kite-song>

## Bermain Layang-Layang

Composed by Pak Kasur



*Kuambil buluh sebatang*

I take a piece of bamboo stick

*Kupotong sama panjang*

Cut it into equal length

*Kuraut dan kupintal dengan benang*

Sharpen and fasten it with a string

*Kujadikan layang-layang*

I turn them into a kite

*Bermain berlari*

Playing, running

*Bermain layang-layang*

Playing with kite

*Berlari kubawa ke tanah lapang*

Running, I carry it to a vast land

*Hati gembira dan senang*

Joyful and happy heart



When you have finished you could organise a class kite flying festival to see which flies the best.



### Partner School activities

If you are working with a partner school, you could:  
Photograph your kites and share with your partner school.

# Traditional Celebration Food

## Letters from Indonesian Children

**Curriculum Links:** English, Design Technology.

**Core skills:** Communication and collaboration, problem solving.

**Learning objectives:** To learn about different types of Indonesian food and follow a set of instructions to make a traditional Indonesian rice dish.

### INFORMATION FOR TEACHERS TO SHARE WITH PUPILS

Tumpeng is a popular Indonesian yellow rice dish that is cooked with turmeric and coconut milk and served with side dishes of vegetables, salad and meat. The dish is believed to originate from Java but other islands have their own versions. Tumpeng is basically yellow rice presented in a cone shape. The cone represents Indonesia's mountainous landscape and the golden colour of the rice symbolises wealth and prosperity which makes it a special dish to serve at joyful celebration events such as a baby's birth, graduation or wedding.

The following letters are written by children in Indonesia, describing their favourite dishes from various parts of achipelago.

### ACTIVITIES

- Copy the letters from Indonesian children and the recipe for Tumpeng.
- Read the letters with your class and discuss the traditional dishes that are served and eaten at different celebrations in your own country or culture.
- Explain the importance of Tumpeng as one of Indonesia's traditional foods and try making your own Tumpeng.



Hi, friends! My name is Elisyeva Margaretha, and you can call me Eva. I'm currently studying at the Christian Junior High School of Penabur 4, Jakarta. I really love Indonesian food, particularly arsik. It is one of the most popular signature dishes from North Sumatra. My mother often cooks this meal, and I like it because it is spicy. It also has a sour taste.



Ikan mas, or fish from a variety of carp, is the main ingredient in arsik. (In Indonesia, the name literally meant "goldfish"; it's not the goldfish you know!) You can find this meal in almost every Batakese events, from weddings to funerals.

Arsik is very rich in spices and herbs, particularly the signature spices from North Sumatra, such as andaliman and kecombrang. Andaliman is a strong spice from citrus family, while kecombrang is an edible fragrant flower plant that is also known as torch ginger. The other spices include red chilli, shallot, garlic, ginger, galangal, turmeric, candlenut, lemongrass, long beans, the so-called Batakese onion, water and salt.

I hope one day you will be able to taste the delicacy of this Indonesian food.

With regards,

*Eva*



My name is Kinawa Widhiharsanto Sumule. You can call me Kinawa. I am seven years old, and I am in second grade in Sekolah Kembang, Jakarta. Jakarta is the capital of Indonesia. You can find Indonesia in the Asian continent.

My favourite food is soto. Soto is a kind of soup that you can only find in Indonesia. It's delicious and the broth is savoury. There are many kinds of soto in Indonesia, depending on the areas they are made, such as Soto Medan, Soto Banjar, Soto Mie Bogor, and many more. I have tried Soto Betawi, Soto Jakarta, and Soto Lamongan.

Every soto is different. Their protein, broth, and flavour are different. Several sotos use beef, while others use chicken, ox meat, or the cow or goat's intestines. There are also differences in the broth. Some have clear soup, some have yellowish soup from the use of turmeric, while others have milky soup from coconut milk or cow's milk. I prefer soto with coconut milk because it's tastier!

My favourite is Soto Betawi. Once, my mum and I made a Soto Betawi with beef. The spices we used were clove, nutmeg, cinnamon, and pepper. The herbs included lemongrass, chilli, garlic, ginger, shallot, bay leaves, lime leaves, and scallion. I love the beef aroma when it is stewed with all the herbs and spices. It smells yummy! Beside those spices and herbs, there are also other kinds of soto that use turmeric, galangal, and candlenut.

I hope that one day you might visit Indonesia to have a taste of soto!

Sincerely,  
*Kinawa*



**ACTIVITY SHEET - RECIPE FOR TUMPENG**

# Let's Make Yellow Rice!

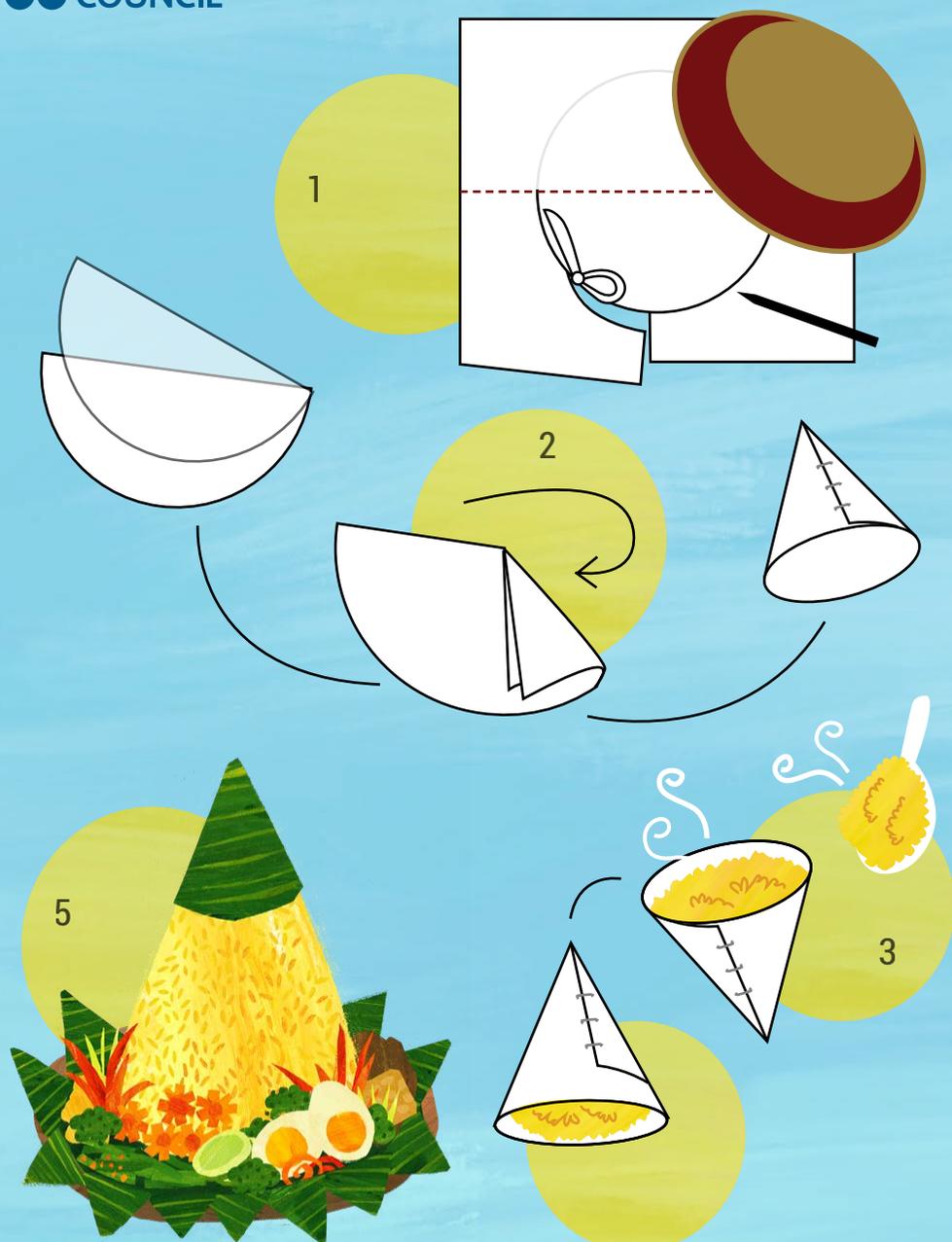
**Ingredients**

2 cups	Jasmine rice	1	lemongrass, smashed
2 cups	coconut milk	1	lime, zest
½ tsp	turmeric powder	2	bay leaves
1 cup	water	½ tsp	salt

**Instructions:**

1. Wash the rice and boil the water.
2. Put all ingredients in the rice cooker: rice, boiling water, coconut milk, turmeric powder, lemon grass, bay leaves, lemon zest, and salt.
3. Stir with a fork until the water looks yellow. Let it soak for half to one hour.
4. Turn the rice cooker on to cooking mode.
5. After 10 to 15 minutes, open the lid to give a good stir of the rice. Close the lid and leave until completely cooked.
6. Serve while warm with your favourite side dishes.





## Create Your Own Tumpeng

**You will need:** thick paper, baking paper, staples, pens and scissors.

1. Using a plate or another round object, draw a half-circle of the same size on the thick paper and baking paper. Cut the shape out.
2. Put the baking paper on top of the thick paper, then roll both into a cone shape. Make sure that the baking paper is inside the cone. Secure the seam with a staples.
3. Fill the cone with warm yellow rice until full (Cold rice does not stick together). Secure by firmly pressing the rice into the cone.
4. Prepare a serving plate and put the cone in the middle. Release the paper cone gently.
5. Surround the rice cone with side dishes such as fried chicken or salads. Your tumpeng is ready.

### Now here's how to eat the tumpeng:

First, cut off the top of the cone and present it to the most senior person as a sign of respect. Afterwards, everyone can dig into the tumpeng and eat together.

### Partner School activities

If you are working with a partner school, you could:

- Discuss your class' favourite festival or celebration dishes.
- Help the children to create a book of recipes of their favourite celebration foods.
- Share your recipe books of celebration food from your countries and cultures.

# Celebration of Learning

To conclude your project, why not invite parents and friends to a special event where your pupils can celebrate and demonstrate all that they have learnt about Indonesian language and culture. They could demonstrate their shadow puppet skills by retelling the story of The Golden Cucumber, create a quiz about Indonesia and share some of the delicious Tumpeng cones, they have made with friends and families.



## Partner School activities

If you are working with a partner school, you could:  
Exchange photographs and responses  
to your learning celebrations.

## Find Out More

If you want to find out more about working with a partner school and the culture and biodiversity of Indonesia, go to the following sites:

### FIND A PARTNER SCHOOL

Use the British Council partner finding tool to link up with schools in many countries across the world  
<https://www.britishcouncil.org/school-resources/partner>

### COMMUNICATE

Use our forums and online project spaces with your partner school: <http://bit.ly/1Q2ULLH>

### ADDITIONAL INFORMATION

To learn more about Indonesian shadow puppet go to: <https://youtu.be/pfydro4X2t0>

### INTRODUCTION TO INDONESIAN LITERATURE

To find out more about Indonesian literature, go to the following link for an abridged version of the "Four Friends' Adventures": <https://islandsofimagination.id/web/books/four-friends-adventures>

### CONTRIBUTORS

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This pack was produced by the Indonesian National Book Committee with support from the Ministry of Education and Culture of the Republic of Indonesia, in cooperation with the British Council

