Kehidupan Sehari hari
Teacher resource guide
Recommended middle school
Education @ Adelaide Botanic Garden
Kehidupan Sehari-hari
Teacher’s Guide

An Indonesian Language and Cultural Trail
in the Adelaide Botanic Garden

Acknowledgments
Content: Madelena Bendo, Steve Meredith and Michael Yeo  Illustrations: Gilbert Dashorst
Editorial support: Keith Foulcher and Firdaus, Flinders University of South Australia
Grant assistance: Multicultural Education Coordinating Committee
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Bookings

All visits to the Botanic Gardens should be booked as part of risk management.

Self-Managed Excursions

Booking by email:  dehbgschools@sa.gov.au booking form here
Booking by phone:  08 8222 9311

Education Manager discussions and bookings

ph: 08 8222 9344  or email:  Michael.yeo2@sa.gov.au

Guidelines when in the Garden

Students must be supervised at all times while in the Garden.

Before starting your walk please remind your group that:

- Gardens are peaceful places for people to relax and enjoy.
- Walking slowly and talking quietly ensures everybody and everything will enjoy the gardens.
- Plants are fragile, touch them gently.
- Flowers, leaves, bark, seeds etc. growing on plants or lying on the ground are there for all to enjoy. When you have finished with plant material found on the ground always return it to the garden.
- Keeping to paths and not walking on beds or borders avoids damage to plants.
Risk Management

- **Water:** The garden has a number of open water bodies and requires close supervision by teachers and supervising adults.
- **Student ratio:** Adult to student ratio is recommended at 1:10, for early years and junior primary this should be lower.
- **Weather:** Excursions at the Adelaide Botanic Garden are outdoors so sun protection is required, insect repellent at certain times of the year is recommended. Light showers are not an issue in the gardens and at time enhances the experience. There are a number of sheltered areas throughout the garden and raincoats are preferred to umbrellas.
- **Washing:** After working in the wetland or handling plant material hands should be thoroughly washed particularly before eating.
- **Toilets:** There are 5 groups of public toilets across the Garden as indicated on the maps.

Purpose and key idea of the trail

**Target year levels:** Middle years

**Key ideas:**

In Indonesia 'Kehidupan Sehari-hari' means ‘daily life’ and embraces the idea of living in harmony with others and with nature. This concept forms the basis of an Indonesian cultural/language visit to the Adelaide Botanic Garden and Bicentennial Conservatory. Kehidupan Sehari-hari encourages the approach of a visit to Indonesia. Through practical language based tasks and an emphasis on the cultural uses of plants, students are able to glimpse traditional Indonesian village life and experience the feeling of being surrounded by tropical rainforest environment.

**How to use this guide:**

The activities are focused around Indonesian Language and Culture and can be used for language learning and development. They can also be part of wider learning across the Australian Curriculum cross curricula priority of Asia. There are a number of other curricula links that may be made. (See AC links section) You might incorporate this resource in your learning design. Students are encouraged to observe, analyse, inquire, record, hypothesize and connect knowledge they already have with new learnings. **TfEL:** Provide an authentic context in which to engage learners and build their understanding whilst using a range of learning modes.

**Time:** Allow about 1 hour for this session.

**Australian Curriculum Connections**

The Indonesian Language trail **Dunia Alam** is focused on lower primary students in general. However given different rates of language development and native language speakers may well suit older students. Similarly **Kehidupan Raya** has a target range from upper primary to lower secondary.
### General capabilities

| Literacy                                                                 | Comprehending texts through listening, viewing and reading  
|                                                                         | Composing texts through speaking, writing and creating.    
|                                                                         | Word knowledge Visual knowledge.                           |

| Critical and creative thinking | Inquiring – identifying, exploring and clarifying information  
|                               | Generating and developing ideas and possibilities          |

| Personal and social            | Social awareness                                          |

| Intercultural understanding    | Recognizing /Interacting/ Reflecting/ Respect             |

### Cross-curriculum priorities

#### Asia and Australia’s engagement with Asia

<table>
<thead>
<tr>
<th>Code</th>
<th>Organising ideas</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Asia and its diversity</strong></td>
</tr>
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</table>
| OI.1  | The peoples and countries of Asia are diverse in ethnic background, traditions,  
|       | cultures, belief systems and religions.                                          |

**Achievements and contributions of the peoples of Asia**

<table>
<thead>
<tr>
<th>Code</th>
<th>Organising ideas</th>
</tr>
</thead>
</table>
| OI.3  | The achievements of the peoples and countries of Asia have contributed and       
|       | continue to contribute to world history and human endeavour, and their participation is fundamental to the wellbeing and progress of the world. |
| OI.4  | The arts and literature of Asia have significant influence on the aesthetic and creative pursuits of people and societies in Australia, the region and globally. |

**Asia-Australia engagement**

<table>
<thead>
<tr>
<th>Code</th>
<th>Organising ideas</th>
</tr>
</thead>
</table>
| OI.5  | For Australians to be good regional and global citizens we need to understand,    
|       | learn from, and engage and communicate with our Asian neighbours.                |
| OI.6  | Australia is located in the Asia region and our histories from ancient times to  
|       | the present are linked.                                                         |

#### Sustainability

<table>
<thead>
<tr>
<th>Code</th>
<th>Organising ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>OI.3</td>
<td>Sustainability of social and economic systems is closely related to sustainability of the environment.</td>
</tr>
</tbody>
</table>

#### World View

<table>
<thead>
<tr>
<th>Code</th>
<th>Organising ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>OI.5</td>
<td>Communities throughout the world have a common interest in maintaining environments for the future and deserve to be treated equitably.</td>
</tr>
</tbody>
</table>

#### Futures

<table>
<thead>
<tr>
<th>Code</th>
<th>Organising ideas</th>
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<tbody>
<tr>
<td>OI.7</td>
<td>Sustainability action is designed to intervene in ecological, social and economic systems in order to develop more sustainable patterns of living.</td>
</tr>
</tbody>
</table>

### Learning Areas: Lote
Before the excursion

Kehidupan Sehari-hari is intended to be used as a part of a unit of work that links with themes like Traditional Daily Life, The Environment, Foods and Village Systems. Students will need to have covered the following vocabulary in order to locate the plants included in the navigation exercise and they should be made familiar with the following grammar concepts.

**Daftar Kata**

- **banyak**  lots
- **basah**  wet/moist
- **berputar**  turn around
- **besar**  big
- **cuaca**  atmosphere
- **di belakang**  behind
- **di dapat**  to find, get
- **di cari**  to find
- **dingin**  cold
- **gelap**  dull/dark
- **hutan**  forest
- **jalan**  walk
- **jembatan**  bridge
- **kaca**  glass
- **ke atas**  above
- **kecil**  small
- **kering**  dry
- **kesan**  impression
- **kira-kira**  approximately
- **kolam**  pond
- **kulit batang**  bark
- **langkah**  steps
- **lembab**  humid
- **lihat**  look
- **menduga**  guess
- **menyentuh**  to touch/feel
- **panas**  hot
- **panjang**  long
- **pegang**  touch/hold
- **pendek**  short
- **sebelah kanan**  on/to the right(side)
- **sebelah kiri**  on/to the left(side)
- **sejuk**  cool
- **tali**  string/rope
- **terang**  clear
- **terdapat**  is found, to be found
- **tinggi**  tall
- **ujung**  end
- **warna**  colour(s)

Possible themes which could be developed prior to your visit include:

**Tata Bahasa**

- **Numbers**
- **Colours** - light & dark
- **Use of - lah**
- **Direction words**
- **Plural**
- **Paling ....**
Traditional Village Lifestyle - Gotong Royong
Traditional Food and Fibre Use
Plants and People
The Natural Environment
Indonesian Rainforests.

Just before you visit you could encourage the feeling of going on a trip to Indonesia by:

- preparing flight tickets to Indonesia
- preparing Indonesian passports
- choosing one piece of tropical clothing to wear
- making suitably decorated name badges
- organizing a shared tropical lunch.

If you would like to extend your student's language skills the following concepts could be explored:

- shapes (of leaves, flowers, stems etc.)
- textures (eg rough, soft, silky, smooth)
- measurements (diameter, circumference, length, height)
- structure of a basic flower, tree (use illustrations on page 8 of the teacher notes)
- tastes/tropical fruits and spices - combine this excursion with a market excursion (use illustration on page 10 of the teacher notes)
- use Suara Siswa, Stage 2, pp 49-62, Life Around Here, unit on Cuaca.

Follow up post-visit activities have been included as a part of the student section of this booklet.
Pre organisation

☐ The conservatory is warm and humid. It usually is more comfortable to visit early in the day and during the cooler months of the year.

☐ For the comfort of students small group work is encouraged.

☐ The material in this booklet should be photocopied so that each student has a copy of student activity materials (white pages).

☐ Part of this excursion is outdoors; students will require sun protection.

☐ Students will need clipboard, pens and pencils.

PLEASE NOTE

‘Kehidupan Sehari-hari’ is about traditional Indonesian lifestyle.

It is important to emphasize this to students.
## The sequence of Activities

The following is a summary of the activities in this booklet and their suggested completion times.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| **1. Selamat Datang** | Welcome!  
First impressions of an Indonesian rainforest environment and how it differs from Adelaide's environment.  
Approximately 10 minutes.  
(In the Bicentennial Conservatory.) |
|   |   |
| **2. Village Visit** | a navigation exercise in Bahasa Indonesia. In small groups, students will find Indonesian plants in the conservatory and write the Indonesian name on their village scene page (the village scene is a separate page which accompanies this booklet and should be photocopied onto an A3 page for each student before the visit).  
Approximately 20 minutes.  
(In the Bicentennial Conservatory.) |
|   |   |
| **3. Plant Cards** | the different cultural uses of plants are explained. Students read and answer most questions in Bahasa Indonesia. A vocabulary list is provided at the side of the page. This can be deleted if your students know the words.  
Approximately 20 minutes.  
(In the Bicentennial Conservatory.) |
|   |   |
| **4. Di Kebun Raya** | after finding a suitable spot in the Conservatory or Garden, students use a postcard writing activity to reflect on what they have learnt about *Kehidupan Sehari-hari* in Indonesia.  
Approximately 15 minutes. |
|   |   |
| **5. Other Places to Visit** | an optional activity for students to collect further information about Indonesian plants growing in the Garden.  
Approximately 1 hour. |
|   |   |
| **6. Back at School** | a series of post-visit activities to follow on from your visit to the Garden. |
Aktivitas 1 Selamat Datang!

We hope you enjoy this journey to Indonesia courtesy of Bicentennial Conservatory Airlines! Before entering the conservatory, stop and record your observations of the surrounding environment.

Bagaimana cuacanya....? panas dingin
Circle your basah kering answer sejuk lembab

Sekarang masuklah rumah kaca ini lewat pintu kaca.

Bagaimana cuacanya....? panas dingin
Circle your basah kering answer sejuk lembab

Spend five minutes walking around the conservatory. Enjoy the feeling of being surrounded by rainforest then complete the following questions.

1. Warna apa yang dominan? ________

2. Warna apa anda bisa melihat? Circle your answer
   merah kuning hijau hitam cokelat
   ungu
   biru merah muda jingga emas
   putih

3. Apa terang atau gelap didalam ? ______________________

The next section involves a walk in the conservatory in small groups or individually to find some of the common plants which grow in Indonesian villages. Practise your language, reading and navigation skills here by finding the plants using the directions written in Bahasa Indonesia.
Aktivitas 2. The Village walk

This map of the Bicentennial Conservatory will assist teachers to locate the plants used in the ‘Village Visit’ section of the student booklet.
Traditional Indonesian village life depends on wild rainforest plants and those cultivated in gardens near the village. Use the following directions and your double page drawing of a village scene to get to know some of the plants used in traditional daily village life.

To find the plants from the Village Scene:

- Slowly, and in small groups, follow the directions in Bahasa Indonesia.
- Match the plant name on the brown label with the one given in the directions.
- Match the real plant with the one in your village scene page.
- Write the Bahasa Indonesia name in the appropriate blank space on the village scene page.

1. Tanaman
   Ambillah jalan ke kanan. Jalanlah limabelas langkah. Di sebelah kanan adalah **Cycas circinalis**....Pakis Aji.

2. Tanaman
   Jalanlah duapuluh langkah dari pakis aji. Di sebelah kiri adalah **Etlingera elatior**.....Jahe

3. Tanaman
   Di sebelah kiri tujuh langkah dari pohon kelapa lihat keatas adalah **Calamus**.......Rotan.

4. Tanaman
   Berjalan terus kira-kira duapuluh enam langkah. Di sebelah kiri terdapat banyak **Pandanus oblatus**.....Pohon Pandan

Tanaman

The petioles and leaflets of the palm are wowen and thatched, the heart of the Sagisi Palm is eaten and the fruit is chewed as a betel nut substitute.

**Hetyerospathe elata**.......sagisi kalapa
The Bark from this tree is ground and places in river streams and dams to catch fish. It is called the fish poison tree, but in fact it removes the oxygen from the water so the fish cannot breathe.

*Barringtonia calytrate*......*Ikan racum*

---


---

Di sebelah kanan, dua puluh empat langkah lagi adalah pohon. Lihat ke atas, itu *Caryota rumphiana*......*Genduru*

---

Di sebelah kanan, kira-kira empat belas langkah dari Genduru ada daun-daun yang besar dan berwarna hijau muda. Inilah *Colocasia gigantea*......*Keladi.*

---

*Alpina purpurata*......*Merah jahe*
1. *Cycas circinalis* ..... *Pakis Aji*

After pounding, soaking and rinsing in fresh water the raw, poisonous seeds of pakis aji can be made into edible flour. Even after this treatment some poisons may remain and if eaten too often the seeds cause stomach pains. Sago starch can be obtained by cutting and splitting the stem open. The very tender, uncurled, young leaves can be eaten as a vegetable.

Circle your answers.
What colour is the stem of this plant?
- cokelat
- hitam
- kuning
- hijau

Daunnya *panjang* / *pendek*?

Selesaikanlah gambar daun ini.
2. *Etlingera elatior*......*Jahe*

This plant is related to the commonly used ginger plant *Zingiber officinale* or jahe. Ginger is used throughout Asia and features in many Indonesian dishes. Used as a medicine jahe soothes stomach ache and when rubbed into the skin relieves itchiness. Next to the *Etlingera* is another type of jahe plant called *Zingiber zerumbet*. Note its thick, swollen roots. Jahe comes from a similar type of root on the closely related cultivated ginger plant.

Akar tanaman ini di pakai untuk apa?

____________________

Kita makan akar atau bunga tanaman ini?

____________________

Alat apa yang paling baik untuk menggali jahe?

____________________

*Education @ Adelaide Botanic Garden*
3. Calamus .... Rotan

Rotan is a rainforest climber used to make rattan cane products for use in Indonesia and all around the world. After the thorny sheath is removed, the stems are dried over a fire before a final slower drying in the sun. Split cane is used for baskets, fish traps, snares and bridge cables. Large amounts are exported for the cane furniture industry.

Mengapa susah mengambil rotan dari hutan ?

Bagaimana ikan di tangkap ?
4. *Pandanus oblatus* .......... *Pohon Pandan*

The strong, long leaves of pandan are often woven into mats, sugar bags, hats and even canoe sails. Each leaf is dried over a fire then split into strips before being used for weaving. Fresh, male pandan flowers are worn in the hair for their scent. The leaves are added to food as a flavouring and colouring. Pandan fruit resemble pineapples and taste similar to the flavour of a sweet apple.

What do you think might be done to the leaf before it is dried for hand weaving?

_________________________________________________________

Kira-kira berapa panjangnya satu daun?______________________
5. *Heteroshathe elata .......... Sagisi Kalapa*

The Sagisi Palm is a native of Indonesia and a plant with multiple uses. The leaves can be woven into hats, mats and other useful items. The heart of the palm can be eaten and provides a ready source of starch. (The heart is the inner top of the stem from which the top growth strouts). The fruit when ripe is chewed as a replacement for betel nut. (When mixed with lime-ash from a fire, it produces a mild but addictive psycho-stimulating and euphoria-inducing formulation with adverse health effects.)
6. *Barringtonia calypttrata* ........ *Ikan racum*

The bark from this tree is used to catch river fish. It is ground and placed in the water. Although it is called a fish poison tree, it acts to remove any oxygen from the water. The fish are unable to breathe and float to the top. The advantage is that the fish do not contain poison and can be collected and eaten.
7. *Musa banksii*......*Pohon Pisang*

Daun pisang banana leaves, make useful temporary thatching, platters or wrappers for cooking food. By selecting from wild pisang, tasty farm grown pisang have been developed into a major tropical food crop. Daun pisang are often folded into squares and sold in village markets as a cooking wrapper and used in the same way we might cook food in a glad bag or aluminium foil.

Kira-kira berapa panjangnya daun pisang ?

_______________________

Circle your answers.

Apakah pohon ini berbuah ?

yah \ / tidak

Kalau berbuah apa warnanya ?

hitam

kuning

hijau
If this palm is cut just before flowering, the starch-rich pith in the trunk can be harvested for sago. If left to form a flower-stalk, a sweet juice (or toddy) can be tapped by repeatedly slicing off the end of the stalk. The juice is fermented to produce palm wine. In Kalimantan, fishing line was made from the plant’s string-like fibre. When packed into wads it was used to propel darts from blowpipes. The fibre also makes good material for starting fires. Smouldering pieces of the twisted fibre could be kept handy near homes for use as an instant fire starter.

Kita mendapat tali dari ________________ tanaman ini?
Daun ini berbentuk.......Circle your answer.

ekor kucing    telinga gajah    ekor anjing
ekor ikan      hidung kelinci
9. *Colocasia gigantea*.....*Keladi*

The swollen root of keladi contains starch and can be eaten as a vegetable. The very large leaves make useful temporary umbrellas during tropical downpours as well as useful all purpose wrappers. Fruit from this wild keladi help enhance the flavour of cooked food.

Buahnya di dapat dekat ___________ tanaman ini.

Coba menyentuh daun tanaman ini. Bagaimana rasanya?

Daun ini juga bisa di pakai sebagai ________________________

Finish the pattern of veins on the drawing.
10 Alpina purpurata.................. Merah jahe

Commonly known throughout South East Asia as Red ginger (and in some areas the Jungle King). It is kept in many gardens throughout Indonesia because of the beautiful red bloom of flowers. In the right tropical conditions it can continue to flower all year.
Plant Name Check (in order)

This is a list of the plants you should have found on your walk. 
Check you found them all and wrote the Bahasa Indonesia name on your village scene page.

<table>
<thead>
<tr>
<th>Scientific Name</th>
<th>Bahasa Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cycas circinalis</td>
<td>Pakis Aji</td>
</tr>
<tr>
<td>2. Etlingera elatior</td>
<td>Jahe</td>
</tr>
<tr>
<td>3. Calamus</td>
<td>Rotan</td>
</tr>
<tr>
<td>4. Pandanus oblatus</td>
<td>Pohon Pandan</td>
</tr>
<tr>
<td>5. Heterospathe elata</td>
<td>sagisi kalapa</td>
</tr>
<tr>
<td>6. Barringtonia calyprata</td>
<td>Ikan racun</td>
</tr>
<tr>
<td>7. Musa banksii</td>
<td>Pohon Pisang</td>
</tr>
<tr>
<td>8. Caryota rumphiana</td>
<td>Genduru</td>
</tr>
<tr>
<td>9. Colocasia gigantea</td>
<td>Keladi</td>
</tr>
<tr>
<td>10. Alpina purpurata</td>
<td>Merah jahe</td>
</tr>
</tbody>
</table>

Sekarang perjalanan ini sudah selasai. Sebelum mulai aktivitas kedua coba berpikirlah sebentar.

Find somewhere pleasant to rest a moment. Think about the plants you have seen. Which plant did you find the most interesting? Why?

_____________________________________________________________________
_____________________________________________________________________
Aktivitas 4. De Kebun Raya

The final section of your walk in the conservatory uses ten Plant Cards to introduce you to the different ways Indonesian people use the plants found during your village visit. Decide if you are going to work on your own, in pairs or in small groups. Discuss with your teacher your use of either Bahasa Indonesia or English in this section.

Find a comfortable spot in the conservatory or garden to complete the following farewell thoughts on your Indonesian visit to the conservatory.

Send a postcard to your family or friends in Australia. Tell them what the climate was like and how the plants of the Indonesian rainforest were different to what you are used to where you live. You might like to comment on the different smells, shapes and colours of the rainforest plants or describe what some of the plants were used for in Kehidupan Sehari-hari.

Kepada ______ yang baik, perangko

Kepada: ___________________

_____________________

_____________________

_____________________

Hutan-Hutan Indonesia ©

Use the village scene to explain what different people are doing and what plants they are using.

Write about some of the things you might like to do in a typical day if you lived in this village.
This information accompanies the table titled '5 Other places to visit...'. The plants can be located using the map above

1. **Aleurites moluccana** (Candle-nut Tree)....Kemiri

   This plant produces an extremely hard nut which needs a strong blow to expose a white seed that tastes like an oily walnut. In Java, the oily seed is pounded with cotton and coconut flesh to form a stiff wax then formed into a candle by shaping it around a bamboo splint. This candle burns with an unpleasant smell and gives the tree its name 'candle-nut'. A rich, fermented sauce, made from the ground nuts, forms the base of some Indonesian dishes. If eaten raw the nuts are poisonous. Coconut water provides an antidote for candle-nut poisoning. Candle-nut oil is used in the Javanese batik industry. Both men and women in Java and Bali apply the oil to their hair to mask any red or orange tinges so as not to resemble Ragda, the Hindu witch.

2. **Cinnamomum zeylanicum** (Cinnamon)...Kayu Manis

   Cinnamon sticks are made from bark peelings which are commonly sold in markets. The sticks add a spicy flavour to sweet dishes such as black rice pudding. As a medicine, cinnamon has been used to treat diarrhoea.

   Look on the ground about 4 or 5 steps to the west of this tree for a distinctive, three-veined leaf. This leaf comes from a closely related cinnamon tree. Rub the leaf and share the strong cinnamon smell with others. Please do not pick leaves off the tree.

3. **Cymbopogon citratus** (Lemon Grass)....Sereh

   Lemon grass stems are crossed then split to release their strong lemon flavour. Used in many dishes, lemon grass is popular as a flavouring for fish, soup and curry dishes. In Java, the plant adds flavour to a highly spiced sherbet drink. The powerful, fresh lemon scent from distilled lemon grass is used to scent perfumes, detergents, disinfectants and insecticides. Tea made from lemon grass is prepared as an aid to digestion.

   Run your hands over the leaves of this plant to release the lemon fragrance.

4. **Musa banksii** (banabas)....Pisang

   Bananas are a common staple food all year around. There are a number of types, some for eating raw as fruit and some like Plantains which are not sweet and are cooked like a potato. The big plant you see is not a tree but a herb and the stem is a leaf. The leaves are used for many things from plates to eat off to raincoats. More recently banana fibre is being made into clothes, the socks are great.
Look up at the plants can you see a frond of bananas with a purple flower at the bottom?

5. *Ficus religiosa*....Bunut kaloja

This considerable sized tree often begins its life upon other plants or buildings. Roots are sent down to the ground to help establish the plant for its growth into a large, spreading tree. The tree is sacred to Hindus and Buddhists. Buddhists believe Buddha became incarnate in the shade of the 'bodh' tree. *Ficus religiosa* is deliberately planted near temples. In time the tree’s strangling roots become intertwined with the temple structure and hasten the building’s destruction in a most majestic way.

6. *Coffea arabica* (Coffee)... Kopi Tubruk

As you enter the Victoria glasshouse face the pool. The coffee plant is on the left towards the rear of the pool. In Indonesia fresh coffee beans are ground very fine and made within the cup. Called ‘tubruk’, the word describes the ‘collision’ of the coffee beans with hot water when making a cup of coffee. Traditionally coffee is drunk mid-morning with breakfast and after a couple of hours of work have been done. The preferred taste is sweet and hot. Coffee is expensive to buy, if invited into a poor village household it is appropriate to expect a cup of tea rather than coffee.

Look carefully on this plant for signs of coffee beans. Other plants collected nearby make up a scene similar to an Indonesian tropical household garden.

7. *Hibiscus*....Bunga Raya

Often large, bold and beautiful, the hibiscus flower makes an attractive body decoration. The flowers brighten up homes and often add to the splendour of floats or displays made for special ceremonies and occasions. The fibre from hibiscus stems may be used to make cord or string. Many parts of the plant are used medicinally, in particular, juice from the leaves is said to assist with childbirth. The flowers are used in offerings to the gods by the Hindu people of Bali.

8. *Bambusa* (Bamboo).....Bambu

The different uses of bamboo are almost endless and make it one of the most versatile and important materials in Indonesia. Its versatility is demonstrated in house building where it makes up scaffolding as well as floor, wall and roof construction. Water can be carried in bamboo containers and on a broader scale it is used to pipe running water. Special bamboos are cultivated to make musical instruments like the angklung and suling (flute). Young bamboo shoots are eaten as a vegetable.

How many different types of bamboo are in this section of the garden?

9. *Casuarina glauca*.....Cemara

In this small forest of casuarinas, stand still and listen to the sound of the wind as it whistles through
the branchlets of these trees. Near sea shores, where this plant often grows, the sound of the wind in the casuarina tree is commonly used in the language of poetry and songs. Not surprisingly, it has symbolic and spiritual importance to the Javanese. A similar spiritual significance is attached to casuarina trees growing near the coast by the Narrunga Aboriginal people from Yorke Peninsula.

**Flower / Bunga**

**Leaf / Daun**

**Tree / Pohon**
After the visit – at the central market

Indonesian Fruits and Spices

Below is a list and illustration of some of the fruits and spices used in Indonesia. Many of these foods can be seen on a trip to the Central Market. Some can be seen in dried form in the Museum of Economic Botany in the Adelaide Botanic Garden.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Indonesian Name</th>
<th>Fruit</th>
<th>Indonesian Name</th>
<th>Fruit</th>
<th>Indonesian Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>avocado</td>
<td>apokat</td>
<td>jackfruit</td>
<td>mango</td>
<td>nangka</td>
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</tr>
<tr>
<td>banana</td>
<td>pisang</td>
<td>mango</td>
<td>mangosteen</td>
<td>mangga</td>
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<tr>
<td>breadfruit</td>
<td>sukun</td>
<td>passionfruit</td>
<td>paw paw</td>
<td>manggis</td>
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<tr>
<td>carambola</td>
<td>belimbing</td>
<td>paw paw</td>
<td>pineapple</td>
<td>markisa</td>
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</tr>
<tr>
<td>chilli</td>
<td>cabai</td>
<td>pineapple</td>
<td>rambutan</td>
<td>paphya</td>
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<td>cloves</td>
<td>cengkeh</td>
<td>rambutan</td>
<td>sugar cane</td>
<td>nanas</td>
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<td>kelapa</td>
<td>rambutan</td>
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<td>tebu</td>
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<tr>
<td>ginger</td>
<td>jahe</td>
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</tbody>
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