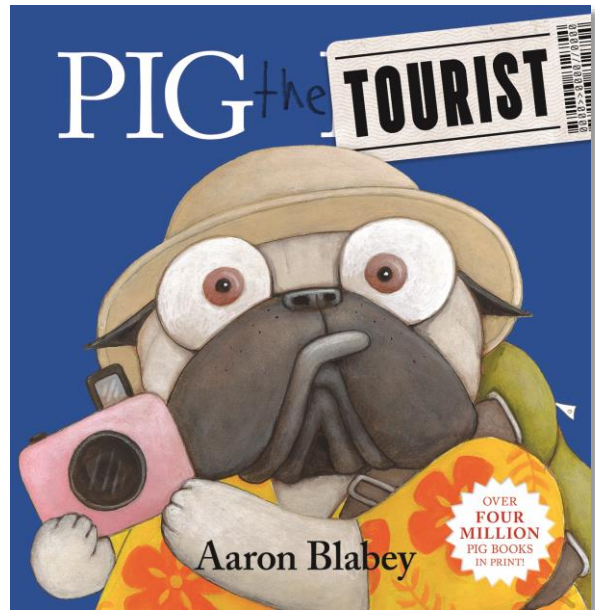


Pig the Tourist

Author and Illustrator
Aaron Blabey



Synopsis

Pig the Pug has never starred in a story where he has behaved well. In fact, he manages to behave appallingly badly in an amazing variety of different circumstances, and in *Pig the Tourist* he brings his gift for mayhem and trouble to an ever larger selection of people and places. For Pig is headed off on vacation, and as he travels he once again manages to upset and offend more people and animals (and destroy and damage more property) than anyone would think is possible for one small and smelly dog. Thrilled with the chance to cause turmoil in new and interesting ways, Pig romps insouciantly through the pages creating hilarious disarray as he goes. All things must come to an end eventually however, and finally Pig goes just that little bit too far and must suffer the consequences of his ill-thought actions. In true Pig style though, not even being nibbled by piranhas manages to contain his delightfully disgraceful behaviour for long.

About the Author/Illustrator

Aaron Blabey was an actor for 14 years before he started creating picture books. In 2008, Pearl Barley and Charlie Parsley was awarded CBCA Book of the Year. In 2012, *The Ghost of Miss Annabel Spoon* won the Patricia Wrightson Prize in the 2013 NSW Premier's Literary Awards, and the Children's Peace Literature Award, 2013. *Pig the Pug* and *Piranhas Don't Eat Bananas* were shortlisted by the CBCA in 2015 and 2016 respectively. Aaron lives with his two children and his wife in Sydney.

Themes

Travel, humour, rude behaviour, tourists, natural consequences, chaos and disorder.

Writing Style

Written in the third person from the point of view of Pig, Blabey follows the same format as his other highly successful books about Pig the Pug. The text is exclusively written in verse form, and starts with a verse featuring the trademark couplet Pig was a Pug and I'm sorry to say. Blabey's word choice is superlative, with a wide range of challenging vocabulary items embedded within familiar contexts to extend and enrich the understanding of the youthful audience; engaging the interest of both the youngest readers and the adults who are sharing the book with them. Well-suited to reading aloud, Blabey's verse features dramatic pauses, catchy and rhythmic rhyme, and excellent scansion.

Illustration Style

Blabey's artwork is rendered throughout in the same style as the previous books featuring Pig the Pug, and the scenes depicted vary in size from half page strips to double page spreads. The visual narrative structure echoes the textual narrative, with the visual narrative adding detail, humour, and emotional expression to the overall story. Blabey incorporates text at various points within his artwork that furthers the overall narrative, breaching the distinction between visual and textual narrative structures. Some characters (most notably Trevor) are present exclusively within the visual narrative, being entirely absent from the text. Blabey's palette consists of a combination of soft earth-tones with splashes of brighter hues in both foreground and background. As always, Blabey's figures are crisply delineated, and his shading is deftly blended with clear edges providing a firm three dimensionality to both characters and scenes.

TEACHER NOTES

- 1) Before reading the story, as a class discuss the cover and title. Some things to include in your discussion are:
 - Who in the class has read one of the *Pig the Pug* books before?
 - What does the class as a whole know about *Pig the Pug*, and how he behaves?
 - What is the picture on the front cover showing?
 - What is the picture on the back cover showing?
 - What is a tourist?
 - What things do tourists like to do?
 - What is Pig looking at on the back cover, and why might he be doing this?
 - What do you think might happen in the story, and why do you think this?
- 2) While reading the story as a class, stop every time there is a dotted pause before the last word or two of a verse, and as a class try to guess what that word might be. Think about how rhymes work, and use that to help you with your guesses.
- 3) As a class, discuss the meaning of some of the more interesting or unusual words found in the story. Some of the words you can include in your discussion are: *unravel*, *ambition*, *disarray*, *dismay*,

unbridled, vibe, flaunt, devastation, rollicking, and horseplay. Use your discussion to help make an illustrated class dictionary of interesting words. You can use words exclusively from the story, or you might like to include interesting words that are in some other *Pig the Pug* books as well. As a class, discuss the meaning of each word, and write a useful definition for it. Individually, choose one of the words, and draw a picture illustrating the meaning of your word. Combine everyone's illustrations with the class definitions in a binder or stapled together to create your class dictionary of interesting words.

- 4) In the story Pig goes to lots of different places. Look carefully at the illustrations, and identify the names of as many of the places to which Pig travels as you can. On a world map, locate the cities Pig visits.
- 5) As a class, discuss the different locations to which Pig travels in the story. Some things to include in your discussion are:
 - Which country is the city or place he is visiting in?
 - How could one get to that country from Australia?
 - What famous buildings, events, or natural features does that country have?
 - What else might Pig see or do while he is visiting that country?
 - What other trouble might Pig cause there?
- 6) If you were going to go away on holiday like Pig and his family, where would you most like to go and why? Paint a picture of the place you'd most like to visit, and caption it with a sentence sharing your reasons for wanting to go there.
- 7) When Pig travels home, he has a first class seat on the aeroplane. If you could travel somewhere in a first class seat, what features would you most like your aeroplane seat to have? Be as inventive and imaginative as possible, and draw a design for the most luxurious and amazing first class aeroplane seat that you can imagine. Maybe your seat is also a massage chair, or it could be part of a VR gaming rig, or even have an infinite snack dispenser in the arm! Label your design carefully with all the different features you have included. Present your design to the class, sharing all the special inclusions you have chosen for it.
- 8) When Pig ignores the *no swimming* sign he finds himself suffering the consequences. There aren't any piranhas in Australia, but we do have other dangers in our waterways, lakes, and the ocean. What are some of the reasons why there might be a 'no swimming' sign put up on an Australian waterfront? As a class discuss the different risks and dangers that come with open water, and what the consequences of ignoring this sort of sign might be in your local area.
- 9) Create a poster about water safety in your local waterways, wetlands, or beachside areas.
- 10) If Pig visited your home, school, or town, what mayhem and destruction could he cause there? In small groups discuss the places he (and any other tourists) might like to visit, and what sort of trouble a badly-behaved visitor could cause. Individually or in pairs, write a brief news report about Pig visiting your local area and the damage he has caused. Using the artwork in the book for inspiration, create illustrations of his rampage to illustrate your news report.
- 11) Create a tourist brochure for your local area to attract and inform tourists of all the interesting things that visitors can see or do where you live.
- 12) Be a tourist-for-a-day in your own local area. As a class visit one or more of the tourist attractions that featured in the brochures you created in activity 11. Try to imagine what it would be like to be seeing these local attractions or activities for the first time. When you return to school, write a

description of your day's touring from the point of view of a tourist. You might want to write in the format of an entry in a travel-diary, or in the format of someone writing a letter home.

- 13) Look at the expressions on the faces of all the people and animals who Pig meets on his travels. Based on their facial expressions, how do you think they are feeling about Pig and his antics? As a class think of a variety of different words to describe each character's emotional reaction to Pig. How would you feel if you were them? Draw a picture of a friend or family member of yours, showing how you think they might look if Pig came to your home and caused trouble. Caption your picture with an emotion describing what you think they would be feeling.