

This page is for



**Digital Technologies @ Home**  
Unplugged activities for students



Teachers



Parents  
and carers

This activity is for: Years F-4

# Is it a pig or a dog?

## This activity teaches Data Representation

Data representation is the method of representing data. **Good** data representation presents information and ideas clearly and depends on the situation.

This activity is designed to do in **pairs**, and suits either **two siblings working together**, or a parent/carer and child.

It is targeted towards primary students, with a younger sibling from F-4, and an elder from years 3-4.

It should take about **15 minutes**.

### Getting started (read this with your child/sibling):

We're both going to draw a picture of a pig and a dog.

You should each have a piece of paper with two boxes.

In secret, draw a pig in one of them, a dog in the other, but **don't tell each other which is which!** Don't show each other what you're drawing either!

To make it even trickier, you're going to have just 30 seconds per drawing!

Find a timer, and get started.

Ready.... Set.....

GO!

This page is for

# Draw a pig and a dog!

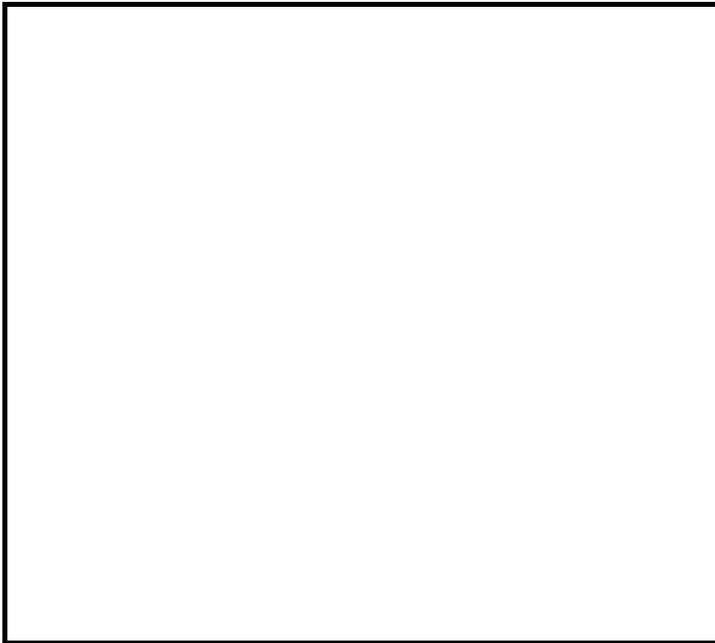
Or a dog and a pig?



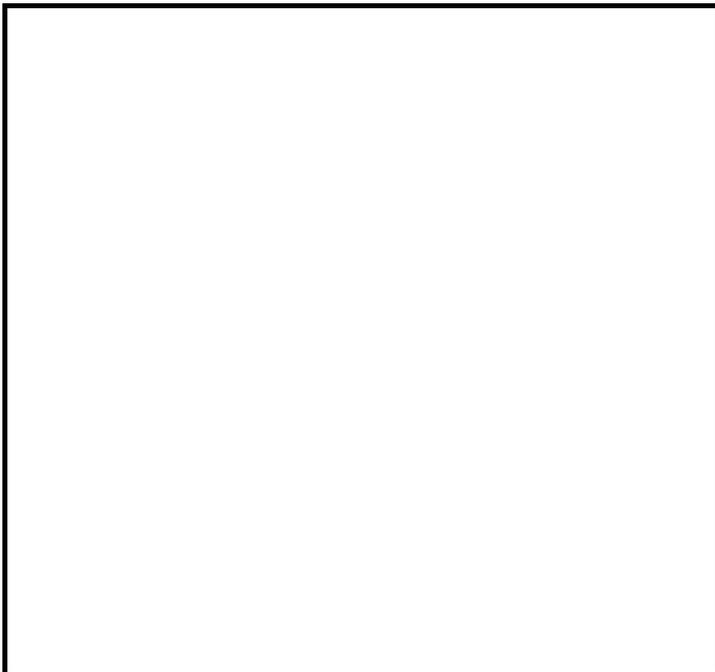
Students

Student 1 page:

Drawing 1



Drawing 2



This page is for

Student 2 / Parent page:



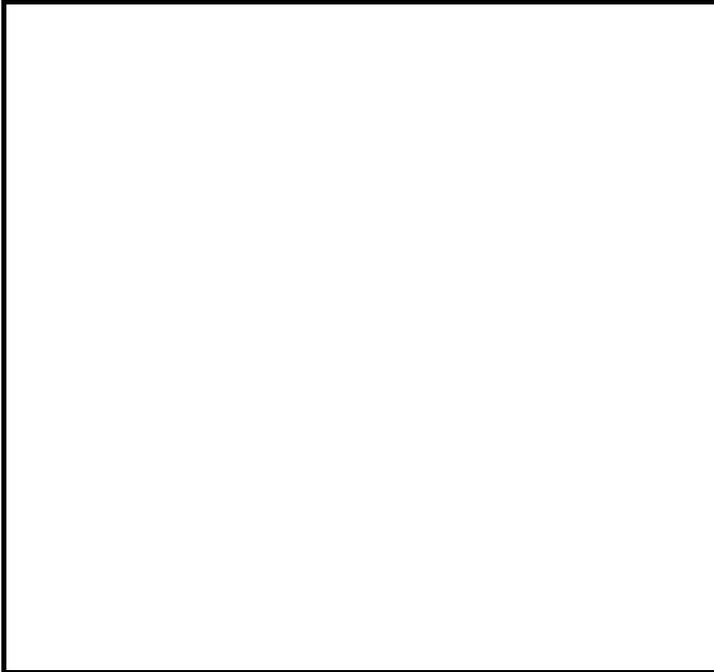
Parents and carers

OR

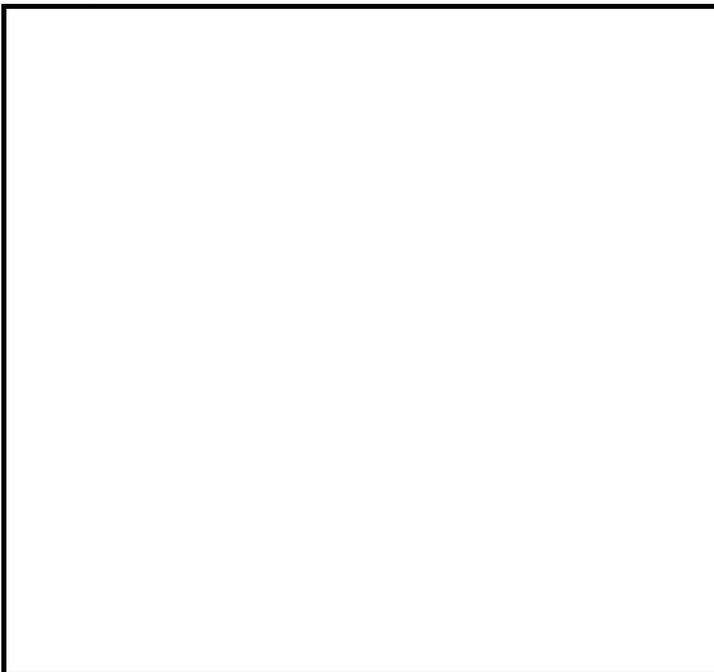


Students

Drawing 1



Drawing 2



This page is for

# Discuss

## Pigs and dogs!

Times up!

Compare your pictures.

Swap worksheets and guess which one is a pig, and which one is a dog.



Students



Parents and carers

Student 1 first pic: _____	Student 2 / parent first pic: _____
Student 1 second pic: _____	Student 2 / parent second pic: _____

Did you guess right?

Did your picture look like a real life pig?



This page is for



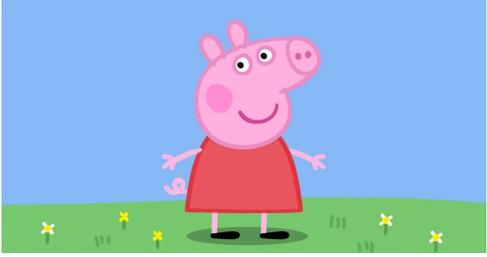
Students



Parents and carers

Probably not! There's no time to draw a realistic pig in 30 seconds. You would have drawn a **representation** of a pig and a dog.

There are lots of different ways to represent pigs and dogs depending on the situation!

<p>This is a good way to draw a pig for a <b>cartoon</b>.</p> 	<p>This is a good pig symbol for a <b>game</b></p> 
<p>This is a good dog for a <b>cartoon</b></p> 	<p>This is a good dog for a <b>poop warning sign</b></p> 
<p>This is a good dog for a <b>danger sign</b></p> 	<p>This is a watch out for pigs <b>road sign</b></p> 

The way you choose to **represent** a pig and dog depends on the situation!

This page is for

## Make your own!

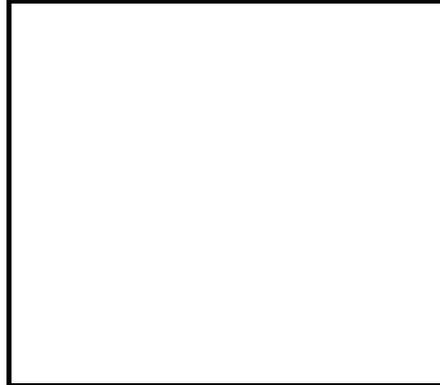


Students

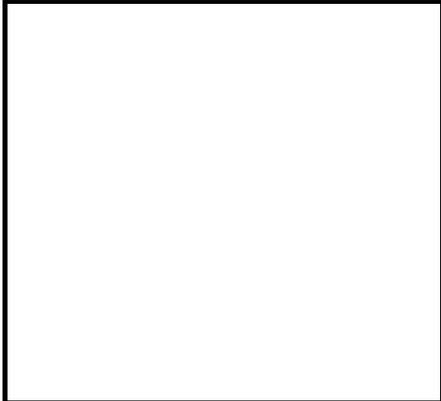
Draw a happy cartoon pig



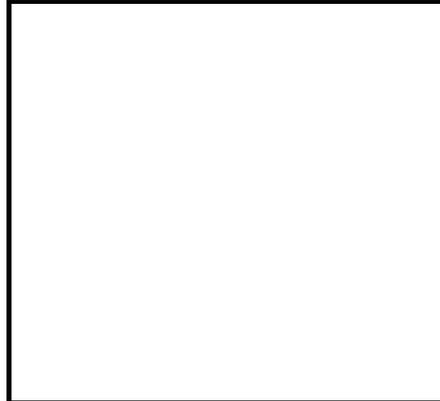
Draw a wild pig



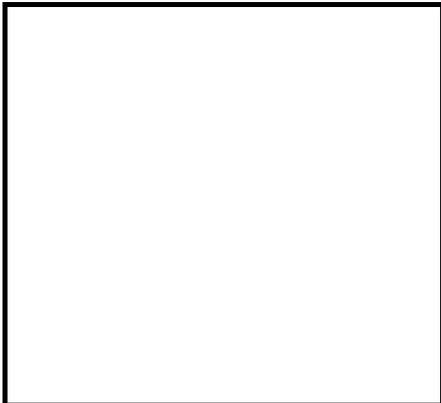
Draw a watch out for dog poo sign



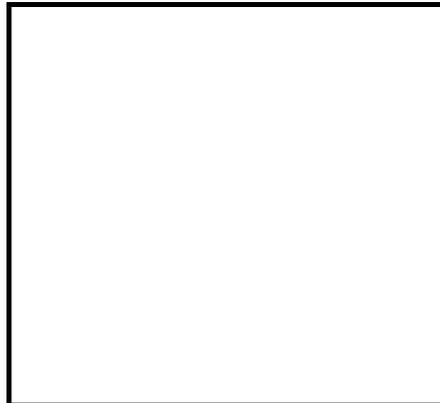
Draw a sniffer dog



Draw a guide dog



Draw a don't feed the pig sign



## Want more?

Here are some further activities, online resources, assessment ideas and curriculum references.



### Adapting this activity

Students can try representing other animals as simply as possible.

For older students you can add additional constraints, like trying to draw a giraffe, or a kangaroo in as few lines as possible.

Or make a challenge to express a different idea! How does a warning sign about giraffes for cars differ from a don't feed the giraffes sign?

### Keep the conversation going

- Can you represent other animals so they're not confused with pigs and dogs? Try drawing a Lion! Or a cat!
- Do you think people from the 1800s would recognise Peppa pig as a pig?



- What's the difference between what arabic numbers and roman numerals represent? When is it better to use arabic numbers?

### Keep learning

For students interested in doing more offline data representation activities try DT Laundry:

[cmp.ac/laundry](http://cmp.ac/laundry)

For online coding courses try Blockly Tree:

[cmp.ac/blocklytree](http://cmp.ac/blocklytree)

### For teachers creating a portfolio of learning or considering this task for assessment

Ask students to come up with 5 different types of ball/seat/shoe, then draw a picture to represent each one.

### Linking it back to the Australian Curriculum: Digital Technologies



#### Data representation

Recognise and explore patterns in data and represent data as pictures, symbols and diagrams. (ACTDIK008 - see [cmp.ac/datarep](http://cmp.ac/datarep)).

Refer to [aca.edu.au/curriculum](http://aca.edu.au/curriculum) for more curriculum information.