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Author/Interview subject: Pamela Butchart (PB)
Interviewed by: Jen (J)
Other speakers: Audience (Aud), Boy in Audience (Boy), Girl in Audience (Girl), Male Teacher (Male), Female Teacher (Fem)

J: Good morning, and welcome to Authors Live. My name's Jen, and thank you so much for joining us today. I'm a bit of a surprise face. I'm here as I've stepped in for Janice because actually Janice is feeling a bit unwell. Can we get a big, aww, for Janice?

Aud: Aww.

J: Janice, we hope you feel very well, very soon. Now, here with me today, live in our studio audience, we have wonderful pupils from Castleton Primary School in Glasgow, and Lady Alice Primary School in Inverclyde. Can we give the boys and girls in their classrooms a big wave? Where are they, where are they? Oh, there they are. Now, as you can see, we are all very excited here, and the reason we're so excited is that shortly we're going to be welcoming a very, very famous author, an award-winning author, who also has a Blue Peter badge. In a moment, we're going to be welcoming Pamela Butchart to Authors Live. I think that deserves a big, ooh.

Aud: Ooh.

J: Now, Pamela received her Blue Peter badge for winning the Blue Peter Book Awards. She won the awards for her book, *The Spy Who Loved School Dinners*. You know it. It's the second in her Baby Alien series, but Pamela has written oodles of books for children of all ages, from a picture book about tickling a tiger, to a novel about a very unusual-looking pigeon. Now, Pamela's going to be telling us all about her Baby Alien series today, and in particular, her newest book, *There's a Werewolf in My Tent*. I've checked that one and we're fine, I think. She's going to be playing lots of games with you to get our imaginations fired up, and you'll have the opportunity to join Pamela in drawing one of her favourite characters from the series, so make sure you've got your pencils and

paper at the ready. As ever, please send in your tweets to Pamela to ask her some questions, with the hashtag #bbcauthorlive. Keep them coming and try and get them in before 11.30. Now, without further ado, the moment we've all been waiting for. I can feel the excitement in the room, are we ready? Can you join me in welcoming to Authors Live, and our very special campsite, the brilliant, the wonderful, Pamela Butchart.

[applause]

PB: Thank you. Wow, thank you so much for coming along today. What do you think of my ears? Scary? Bit weird? Anybody want to brush them for me?

Boy: Yeah, I'll brush them.

PB: Not right now, not right now. Okay, then. Well, thank you so much for coming along. Now, earlier when we were rehearsing, I saw there was a little bit of cheering going on and it gave me an idea. What noise do werewolves make?

Aud: Howl.

PB: Oh, yes. Right, I think we should do a quick bit of a competition. So, we have this side of the room, on the count of three I want you to give me the scariest werewolf howl you can. Now, it has to start right down at your toes. Are you listening, because you're wanting to beat them, aren't you? It has to start right down at your toes like a really quiet howl, and then get really loud, and as it gets loud, the claws come out and then the head just kind of goes, raaa.

Aud: [laughs]

PB: Does that sound manageable? Is that something you thought you'd be doing today?

Aud: No.

PB: Teachers, I see you looking at me, you're totally involved as well, and everyone in the classrooms, you're going to do this too, okay? So, if you're sitting at the front of your classroom, if you sit at the front of your classroom, you're going to go with this team here, okay? Are you ready? Take in a deep breath, the howl's going to start really quiet right at your toes then it's going to get louder, then your head's going to go in the air and shake, and your claws are going to come out because you just can't help it and it's going to be brilliant. Are you ready? Are you ready? One, two, three, go.

Aud: [making scary noises]

PB: Oh, that was pretty scary. You really looked quite scary when you did that there, I liked that. Right, over to this side of the room. You've heard them, do you think you can beat them?

Aud: Yeah.

PB: Now, people at home, if you're sitting in the middle of the classroom or the back of the classroom, this is you taking part as well for our werewolf howl, teachers too. Start off really quietly and then we'll get really loud, and you're trying to beat them. You're trying to beat the people who are watching in the classroom. On the count of three. One, two, three...

Aud: [making scary noises]

PB: Oh, I don't know who wins, but that teacher was really scary when he did it there. I think he was. Anybody, did you see how scary your teacher looked? You don't have any teachers or head teachers or dinner ladies, or classroom assistants or anybody at your school who looks a bit like a werewolf, do you?

Aud: No.

PB: What about someone who looks a bit like a vampire rat, or an alien?

Aud: No.

PB: Well, you're very lucky. At the school I went to, there was lots of suspicious characters, and I'm going to tell you about them now. So, first of all, there is the title of the book, There's a Werewolf in My Tent. Now, all my books are about this character here, Izzy. Hands up if you've ever read any of my books before. Wow, and in the classrooms, can you put your hands up for me, please, if you've ever read any of my books before, Baby Aliens Got My Teacher, The Spy Who Loved School Dinners, My Head Teacher is a Vampire Rat. Do we see a theme here? An Attack of the Demon Dinner Ladies, and, There's a Werewolf in My Tent, and To Wee or Not To Wee. That's a real book that I wrote, I don't know if Shakespeare would like it, but I hope that he would. Wow, so we've got loads of fans here today, and we've got loads of fans in the classroom too. Can I ask, Izzy, she's the main character, but there's actually another three main characters in my books. Hands up if anybody here knows the names of the other main characters before they pop up on screen? So we've got Izzy, but you can't write a book about just one person, I don't think, if it's going to be a book about school, she has to have some friends. So, let's see. What about the girl just here, and you keep looking at my but a microphone's going to appear above you as if from magic.

Girl: Jodi.

PB: Jodi, yes. Jodi's Izzy's best friend, and maybe somebody from over this side of the room. The girl just at the back here, yeah?

Girl: Daisy?

PB: Oh, very close. That's the name of my dog. Very, very close. It's not Daisy but it sounds like Daisy. Her name is....if we can stretch right to the back, the boy just here.

Boy: Zach.

PB: Zach, that's another one. So we've got Izzy and Zach and Jodi, and the final one is a name that sounds like Daisy. I'm wondering if people in the classroom know. People who are in the classroom at home, pop your hands up if you know, the name of the fourth character. We've got Izzy, Jodi, Zach and...

Girl: Maisie.

PB: Maisie, well done. Now, I don't do the drawings for my books, somebody who's very awesome and very talented, my friend Tom, Thomas Flintham, does the drawings, and I think he does a really, really good job. Anybody here interested in doing drawings for books when they're older? Becoming an illustrator or maybe for comics, or maybe even for films and TV, because all those characters that you see on films and TV and in books and in comics, they have to be drawn first. Who would quite like to be an author like me? Who'd like to come up with ideas for the books and write down the stories? Ooh. Hands up if you can tell me...I think Tom is so awesome, look at the way he drew Maisie. I think even if you've not read my books, you can tell me something about Maisie's personality. So have a think about that in the classrooms as well. Something about Maisie's personality from the way that Tom has drawn her, who can take a guess? Illustrators are very talented people, let's see. What about the girl just here?

Girl: Well, every time she gets scared she faints.

PB: Yes, in the book she's very scared, and every time she gets a bit of a fright she has a lot of fainting spells. I don't know if she really faints, I think she's just pretending. What is it about the picture that tells you that Maisie's scared? What is it about the way that Tom has drawn Maisie that you kind of can see just from looking at the picture that, ah, she looks scared? What do we think, the girl just here?

Girl: Because she's sad.

PB: He's made her look sad. Hands up if you think it's her eyes? Big eyes, isn't it, and her little hand up at her mouth. Can we do a little Maisie hand, and can we do our most scared eyes? There we go. If you wanted to make a character look angry, none of these characters are angry, what would you do? Hands up, if you wanted to make a character look angry and you had your pencil or your pen and your bit of paper, or maybe you're drawing on the computer, what would you do to make your character look angry? We ask the boy just here.

Boy: Put their eyebrows down.

PB: Oh, put their eyebrows down. Can you stand up for me, please? Come over here. I know, it's a hard life being live on TV. Now, can you show me an angry face? Exactly like that, that's the way you would draw it. Can you maybe do your angry face back? Wonderful, round of applause, I like that. [laughs]

Aud: [applause]

PB: Okay, so I'm going to tell you a little bit about the new book, There's a Werewolf in My Tent. Well, Izzy, Maisie, Jodi and Zach have a teacher called Miss Jones, but there's a new teacher, a PE teacher, called Miss Moon. That could be a clue, couldn't it? Miss Moon, and she is so tall I couldn't even fit her head in this slide, and she is super-strong, and she suggests that they go on a camping trip. So, hands up here, has anybody actually ever been on a camping trip before? Hands up if you've ever been on a school camping trip. Oh, I wonder if you'll get to go on one of those soon. Maybe after this talk, your teachers will be dying to take you on a school camping trip, or maybe not, we'll have to wait and see. Hands up if you've been camping and something's gone wrong. Something's gone wrong with the tent, something's gone wrong with the barbecue, something's gone wrong and somebody's forgotten to pack something.

Aud: Yeah.

PB: At home, can we have...or back in the classrooms, can we have hands up in the classrooms if you've been camping, and if anything's gone wrong. I'm sure there's lots of stories there that you can tell your teacher. Well, let's find out what happens here. So they turn up for the bus, you know the way your school bus comes? You all got on the school bus this morning, didn't you?

Aud: Yeah.

PB: You got on a bus, and who was kind of rushing to sit at the back, even though you're told not to do that? Put your hands right up in the air like you just don't care. You're told not to do that but everybody wants to do that, don't they, and

I'm very aware that you're going on a bus after this, so I'd better watch what I'm saying, but we used to rush to the back because we wanted to sit on what we called, the sofa at the back. You know how you can sometimes get one long seat at the back, so it used to be a race to see who could get the bus sofa. So, Maisie, Jodi, Izzy and Zach are trying to have a race to see who's going to get the bus sofa, but there's this teacher and she's really new and she's really tall, and Maisie has come with far too much stuff for camping because her mum is very protective of her. Her mum always says, have you had breakfast, are you wearing five pairs of socks, are you sure? Are you okay, have you been to the toilet ten times? Does anybody have a mum or dad like that, who's very, very protective? I'm 34, dramatic gasp, [gasps] because that's very old, isn't it? I'm 34 years old and my mum still texts me all the time and says, are you home yet? Was the bus okay, did you get home safely in your taxi? She's very, very protective of me, and that's what Maisie's mum's like, so she's brought way too much stuff. The teachers have got all the food but Maisie's mum's put cans of beans and pots and pans and lots of survival kits in there for her. Now, they can't even get the backpack off Maisie's back, it's too heavy. Who do you think is able to get it off easily? Who is not only super-tall but is scarily super-strong? I think we'll ask the girl just at the back here.

Girl: Miss Moon.

PB: Miss Moon, that's a bit suspicious, isn't it? Well, Maisie gets on the bus, they manage to get the bus...can we do, yes, because they managed to get the bus sofa at the back?

Aud: Yes.

PB: Yes, they managed to get the bus sofa at the back and I'm very aware [laughs] that I've probably caused problems for going home on the bus today. Remember, when you're going on the bus today, you have to walk nicely and you just have to hope that you get the bus sofa, but don't run. What's Maisie got round her wrists? Because Maisie doesn't just faint, Maisie does something else a lot, especially when she's travelling. What are those round Maisie's wrists? The girl at the back here, what are those?

Girl: They're sick bracelets.

PB: They are, they're anti-sickness bracelets, like magic. You put them on your wrists and if you're feeling sick you just don't feel sick anymore. Hands up if you've ever worn them before. Hands up if you get sick when you're travelling. This is also great to know for going on the bus back to your schools. Hands up if

you get sick if you are in a car for more than an hour. Hands up if you feel sick on boats, on planes, on trains. You're only supposed to wear one, can you count how many Maisie has on there? Can anybody see and actually count roughly...how many do you think Maisie actually is wearing? How many has her mum given her? Let's see, the boy just here.

Boy: 13.

PB: It is about 13, isn't it? So that means she's totally fine, and you don't have to worry about reading the book because she's not sick on the bus, do you believe that?

Aud: Yes. No.

PB: Do you believe that.

Aud: No.

PB: I won't tell you, but I think Maisie was still maybe going to be sick on the bus. So they get there and their teacher specifically told them to just bring one small tent each. So Zach did that, didn't he? He brought a little survival tent, but look at this one that Jodi's mum has given her. It's got a living room and a kitchen and a utility bit and everything, it's absolutely huge. Hands up if you've been in a tent like that before. What about the boys and girls at home when you've been camping, have you ever seen one of those big, fancy tents that's got lots of different compartments? Put your hands up if you've ever been in one of those. I haven't, but I would love to be in one of those. It looks awesome, it's maybe even got a pool in there, who knows? It's so fun when they're camping because they get to do fun stuff like eating marshmallows. Hands up if you've eaten toasted marshmallows when you've been camping before. Whoa, that's loads of people, that's awesome. And then they tell...

Boy: Stories.

PB: Ghost stories. Now, I have to tell you something. Some people put torches under their chin when they're telling ghost stories, don't they, so it looks super-creepy. Do I look super-creepy just now?

Aud: Yeah.

PB: I don't just mean in general, I mean because of the torch. Does it make me look a little bit creepy, yes? Who's quite scared of ghost stories? Don't worry, we're not going to tell any too-creepy ghost stories today, but when they tell ghost stories things start to go wrong after that because they see great big shadows on

their tents and then they hear howling at night when they're trying to get to sleep, and then when they're trying to have their tea the next day on the barbecue, the sausages are just gone. The teachers don't know where they are. Somebody, or something, has stolen all the raw sausages, but it's when they find this...and in case you're not sure what this is, that's what this is.

Aud: [laughs]

PB: It's when they find the giant poo outside that they know, because no human could have done that, not even a teacher.

Aud: [laughs]

PB: That's when they know that there's a werewolf on camp. Can you do your werewolf claws and your werewolf face for me, and in the classrooms can we get some really scary werewolf faces and werewolf claws in the classrooms? Awesome, scare your teacher if you can, and a great big howl. One, two, three...

Aud: Howl.

PB: [gasps] Hands up if you've ever been camping and you have heard howling. Honestly, honestly, honestly, you've heard howling? Hands up if you were totally scared. [gasps] Has anything else gone wrong when anybody's been camping? Do you want to share some stories with me just now? Anybody want to tell me their disaster stories of when they've gone camping, because going camping is not easy. What about this girl right here? Are you going to tell us a story?

Girl: So, I went camping and my sister kicked the ball in my face and my nose started bleeding.

PB: Oh no, you got a nosebleed because you playing lots of games when you go camping, you got a ball in the face, I'm sorry about that. Was the camping bit good?

Girl: Mm hmm.

PB: Did anybody steal your food for the barbecue?

Girl: No.

PB: Any howling in the night?

Girl: No.

PB: Were you not kind of tempted to start howling to scare the other people that are in the other tent, like your mum or dad? That would be funny, wouldn't it, if you had a tent with your brother and your sister and your mum and dad were in the other tent and you start howling, whoa. I heard some good howls earlier, I think you could trick people. What about this side? Has anybody been camping and something's just gone wrong, or it's been a bit of a DIY disaster? Let's see, what about this boy just here?

Boy: Me and my dad were setting up a barbecue for the rest of my family and then my tent just flew away.

PB: And then your tent just flew away? [laughs]

Boy: Into a tree.

PB: Into a tree? So you got it back? The tree saved your tent?

Boy: Yeah. [laughs]

PB: Wow, cooking the barbecue food for all the family, the tents blow away. They can do that, can't they? I hope this one doesn't blow away. There definitely is something creepy in that tent, isn't there? Can anybody see that?

Aud: Yeah.

Boy: Werewolf.

PB: Ooh, what about one more story, one more camping gone wrong, camping disasters, and perhaps the boys and girls who are back in their classrooms can have a think about this and it might make a good story idea they can do with their teacher afterwards, maybe writing about a time they went camping. If you've not been camping, you could make it up. You could make up a story about camping that goes disastrously wrong. So, one more story. What about the girl just here, yes?

Girl: I went camping once and then I heard werewolves.

PB: [gasps] So you did hear howling at night, ooh. Do you think it was a dog? Are you sure?

Girl: Yeah.

PB: Are you sure? So, no planned camping trips with the school anytime soon, no? Because I did go to see one school and I was talking about camping trips and they were going on a camping trip the next week, and I felt a bit scared after

telling them all the stuff about werewolves. Right, so, I think one of the most fun things you can do when you're in a tent is to get a torch and put it under your chin and tell scary stories, but not too scary because I do get a bit scared, honestly, honestly. But I think that maybe we could do this slightly differently, because sometimes when I go to visit boys and girls, I tell them all about how to make a story using just a crisp. Has anybody ever heard of that before? Did you know that you can make a story using just a crisp? No? Some of you are looking at me like I'm wild, but it's true, because sometimes you just need one thing to start a story. So, I think that we're going to have five boys and girls and at least two teachers come up here and we're going to make a story on the spot, using just a crisp, about a camping trip that goes wrong, something about a werewolf and maybe something about a werewolf ghost. So, who's feeling brave this morning? Who wants to be live on...well, you're already live on TV, but it's kind of just the backs of your heads, isn't it? Unless you all turn around just now and look at that camera there, look, now it's all the fronts. [laughs] And then turn this way, and then we're going to go back up on here in just a second. So, let's see hands in the air. Now, you know when you're in the classroom, and I know that some of you are in the classroom just now, so we're going to be able to break the school rules just for ten seconds. You know how when you put your hand up you're not allowed to go, oh, me, me, your teacher says, do it nicely? Well, you are allowed to do that just now, okay? You're really allowed to do that just now.

Aud: [chanting, me, me]

PB: The people that say, me, me, like this, as much as possible, and holding your hand up and going like this and making the face, it's like...then we'll pick you, okay? Let's see. I think we're going to have the girl at the back. Round of applause, up you come.

Aud: [applause]

PB: And we're going to have the boy just here. Round of applause, up you come.

Aud: [applause]

PB: Now, if you stand there, perfect, and you stand next to her. If you come over just a wee bitty, so I fit, there we go. Perfect, and we are going to have...I don't see enough stretching, people.

Aud: Me!

PB: Teachers too, we have two spots for teachers. Let's see, I think we're going to have the girl just here, round of applause.

Aud: [applause]

PB: And the girl just here, and the boy just here. Up you come. Okay, so if you stand next to the boy here and you stand here, and you stand here, and we have one, two, three, four, five, and we're going to use this microphone. Now [pause] teachers' turn. It looks like we only have two teachers in the audience.

Aud: [laughs]

PB: Who will they be? I think we might be able to use just one, just one. So, on the count of three, our two teachers here are going to put their hands in the air and really, really show how much they want to come out, even if they don't. Say, me, me, me.

Aud: [excited noises]

PB: We're going to have both of them, aren't we? Round of applause for both of our teachers, up you come. [laughs]

Aud: [laughter]

PB: This is awesome, I like it. You stand there for me, please, and if you scoot along a little bit, and then maybe two people scoot along, and then we'll put you in the middle there. Oh, wow, now you hold the microphone and I'm going to get the bag of crisps. Are we ready for this?

Boy: Yay!

PB: Yes, right. Now, you know how sometimes when you want to write a story but you don't know how to start it, you've just got a blank computer screen and a blank bit of paper? Hands up if you feel like that sometimes. I get like that as well. Well, I learned a trick and the trick is that when you start a story, you shouldn't start by talking about the weather or saying what day it is, or saying what everybody looks like, you should start the story at a really exciting part. So you should say, all of a sudden, there was a flash of lightning and out of the box jumped a...or you should say, I was in my bed when I heard scratching at the window and I got up and pulled back the curtains and saw a giant...

Boy: German shepherd.

PB: German shepherd, yes, that's a good suggestion from the boy just here.

Aud: [laughs]

PB: I love that, [laughs] I love that imagination. So we're going to start our story like that. Now, I sometimes want to write a story about something. So, for example, I could probably write a story about this girl's [laughs]...put your face forward...headband. It's really glittery and it's been catching my eye, and I think there might be all real diamonds in there, and it makes me think, who would have a bow with all real diamonds, could she be a princess? Then, before you know it, with just one little thing, one little headband, you've got an idea for a whole story. So we're going to use just a humble crisp, because everybody can get their hands on a crisp, can't they?

Aud: Yeah.

PB: Yes, right. Okay, we're going to need somebody to come up here and be a crisp inspector, okay? It will be really quick, you'll pop up, you'll check the crisps are real crisps and then you'll pick one and then we'll use that one, okay? So I think we're going to have the boy just here, round of applause, up you come.

Aud: [applause]

PB: Right, now, young man. Did you know you were going to be a crisp inspector today?

Boy: Yeah, I'm going to be a crisp inspector today.

PB: Awesome, excellent. Do you know what a crisp inspector is?

Boy: No, I don't know.

PB: No, nobody does, because it's not a real thing, but we've decided that it's a real thing for today, okay. So the crisp inspector is going to make sure this feels like a real bag of crisps and he's going to open it, make sure it smells like a real bag of crisps, and if it's okay with you, you're going to eat one to make sure they are real crisps, is that okay?

Boy: [laughs]

PB: Is that okay?

Boy: Yeah.

PB: It's feet flavour.

Boy: I love ready salted.

PB: Oh, that's fine then, good. Right, are we ready? I'll hold the microphone and you feel the bag. Does it feel real?

Boy: Yes.

PB: And in your own time, drumroll please. Go ahead and open that bag of crisps. Drumroll in the classrooms please, give us a drumroll, those of you who are watching in the classrooms.

Boy: Yeah, it is.

PB: It is, I heard. Can you crunch for us?

Boy: [crunches the crisp]

PB: I heard that, I heard that.

Aud: [laughs]

Boy: Can I get one?

PB: So, they are real crisps. We've eaten one and, Owen, you're going to go ahead and choose one for us, okay, and it's the crisp we're going to use to do the story. Are you ready?

Boy: Yeah.

PB: You're not still chewing, are you?

Boy: Yeah, I'm still. [laughs]

PB: But you're still ready?

Boy: Yeah.

PB: Right, now, Owen's got to choose a crisp that's really good, the crisp that's going to help us make our story. So, can you send all your magic wishes his way? I don't know how you send magic wishes but I kind of think you just go like this.

Boy: You can just say...

PB: Can you do that? Can you just send magic towards him, and everybody in the classrooms watching at home, can you send magic Owen's way as well by doing this? Teachers too. Right, are you ready? Deep breath, right from your toes. Feel the magic, put your hand right in there and pull out the crisp that's going to change our lives. [gasps] Hands up in the air, put it up in the air. Dramatic gasp.

Aud: [gasps]

PB: Much louder dramatic gasp.

Aud: [gasps]

PB: Behold...oh, you've picked a good 'un.

Boy: Yeah.

PB: Yeah, you knew that, didn't you? You felt it, it felt magic and tingly on your fingers, I could tell. Look at that, everyone. That is a weird-shaped crisp, isn't it?

Aud: Yeah.

PB: It kind of looks like...well, I don't know if I should say. Can you see that over here, everyone? If we let everyone in the classrooms see the crisp, let everyone who are in the classrooms now all over the UK have a look. Owen's picked a really cool one. Now, can we get some hands up what you think this crisp looks like, because I think that this crisp actually doesn't look much like a crisp, it looks like something else.

Boy: [gasps]

PB: Let's see, what do you think the crisp looks like? The boy just here?

Boy: A werewolf ear.

PB: Oh, [laughs] I like it, and I swear, it's not just a bag full of werewolf ear shaped crisps. It kind of looks like a werewolf ear, doesn't it? Any more ideas from over this side? What does our crisp look like? The boy just here, what do you think our crisp looks like?

Boy: It looks like a leaf.

PB: It looks like?

Boy: A leaf.

PB: A leaf, and another idea, what do you think it looks like?

Girl: A fish.

PB: A fish, you think it looks like a fish?

Boy: It looks like half of a bunny's ear.

PB: Half of a bunny's ear. That sounds dramatic, something went wrong to that bunny, half of a bunny's ear. Right, I think it definitely looks like an ear, do we agree?

Aud: Yeah.

PB: So the story has to have something to do with an ear, and it has to be about a werewolf and it has to be about a ghost, and also...shall we add something else into it? Something about an ear, something about a werewolf, something about a ghost. Maybe we can have a suggestion from the boy at the very back. What else can be in our story?

Boy: Mysterious things.

PB: Serious things, so maybe scary things like thunder and lightning and stuff like that. Do you have an idea? Tell us.

Boy: Yeah, ghostbusters, so...

PB: Whoa!

Boy: ...someone over here can say, who you gonna call? Ghostbusters.

PB: [laughs] Somebody might be trying to catch a ghost in this. Right, well, I'm going to put this packet of crisps down, and I think you should just stay with us, okay, you've done such a good job. Come and stand here, Owen, for us. Now, you hold the microphone, we're going to start the story live on stage, a story that nobody's ever heard before. We're going to do a bit of it each and we're going to pass the microphone and the crisp down, and by the time they get to the end, that'll be our story. Do you think we can do it?

Aud: Yeah.

PB: If they get stuck, they need your help. Is that okay?

Aud: Yeah.

PB: So if they get stuck, they'll go like this, which means they're going to phone a friend, and if you want to pick up the phone and answer the next bit, you go like this. So, go like this, show me you can do this. Excellent, so we're going to start the story by something really exciting happening, yeah? Have you got an idea what could happen at the beginning of the story?

Boy: Hmm.

PB: Do you want to have a think?

Boy: Yeah.

PB: Yeah, you have a think. Will we do a phone a friend for this one, so we can see if everybody's been listening to how we can start the story? Look at that, and you can pick anyone you want.

Boy: Leah.

PB: So, where is Leah? Just here. Okay, Leah, how is our story going to start?

Girl: One night I slept in a tent and I heard howling noises.

PB: Excellent. One night I went to sleep in a tent and I heard howling noises. Whoa! Now, what could happen next? Somebody wakes up because they hear howling noises, what do you think happens next? We can say the first thing that comes into our head, because sometimes that's a really great way to write stories.

Girl: I heard howl-like noises then I looked up at the window and I saw a big shadow.

PB: [gasps] A big shadow? Wow, now you're going to have to explain that shadow.

Girl: It looked kind of creepy.

PB: A creepy shadow. Pass it on. What happened next, my dear? [pause] Phone a friend, we'll get some help. So we've seen a creepy shadow, who's going to do the next part of the story? We've got to get a werewolf and a ghost into this story, and I'm sure the teachers can help us.

Girl: The big shadow was the werewolf crisp.

PB: The big shadow was the werewolf crisp, I like it. So, Leah's in her tent, Leah, isn't it? She's looked out and there's a shadow and it's a giant werewolf crisp. Pass it over to your teacher, it's Mr...

Male: Coyle.

PB: [laughs] Are you happy to be here today?

Male: Delighted.

PB: Excellent. What happens next when Leah says, the giant werewolf crisp?

Male: Erm.

PB: [laughs]

- Girl: The giant werewolf crisp scratched the tent and there was a big rip.
- PB: That's great, pass it onto the next person. Scratches the tent, there's a great big rip, what happens next? [pause] The person just here?
- Boy: They realised it was just a werewolf ear and it can move.
- PB: It was just an ear, it wasn't a full werewolf. Pass it over. Uh-oh, what happens next? Boy just here.
- Boy: And the werewolf crisp came in the tent.
- PB: [gasps] The werewolf crisp crept into the tent with Leah. Sorry, Leah, there's a werewolf crisp in the tent with you. [gasps]
- Fem: Oh, no, and then the boys and girls let out a huge big scream. [screams]
- PB: Can we do a big scream?
- Aud: [screams]
- Fem: And then they disappeared into their sleeping bags and put their sleeping bags over their heads to pretend it didn't happen.
- PB: And did it happen, or was it a big dream?
- Aud: Oh, I think it has to be a dream, it has to be a dream.
- PB: It was a big dream. Round of applause for the story they've just made up on the spot.
- Aud: [applause]
- PB: Thank you very much, take a bow, and take another bow. Excellent, and you can have a seat. Thank you very, very, very, very much. Now, I've taken a bit longer than I thought, but I don't want you to go away disappointed, so we're going to do a super 30 second challenge. Are you ready? I don't just write stories about werewolves, I write stories about vampire rats, so grab your paper and your pen really quickly, and at home you have paper and pen in your classrooms, you're going to learn how to draw a scary vampire rat, and you're going to learn how to draw it in 20 seconds. Are you ready?
- Aud: [muttering]
- PB: We're going to do ears. Now, ears obviously sound like this, so you can copy and make the noises. [makes a strange noise] I don't hear the noises.

Aud: [copies the strange noise]

PB: And a bridge between the ears like this. [makes a strange noise]

Aud: [copies the strange noise]

PB: And vampire rat has a long nose like...[makes a strange noise]

Aud: [copies the strange noise]

PB: And do you want the vampire rat to have a teeny tiny tummy, or a great big well-fed vampire rat tummy?

Aud: A big one.

PB: A big one. Take a deep breath then, because when we do the belly we have to go...[makes a strange noise]

Aud: [copies the strange noise]

PB: Ooh, out of breath. And the feet are like back to front capital L, like back to front capital Ls, and they're feet obviously so they sound like this. [makes a strange noise]

Aud: [copies the strange noise]

PB: And the arms are arms, so they sound like this...[makes a strange noise]

Aud: [copies the strange noise]

PB: I don't make these up, these are just the sounds that these things make. We're going to do a tail, we're going to do a long loopy tail like this...[makes a strange noise]

Aud: [copies the strange noise]

PB: And beady vampire rat eyes like this...[makes a strange noise]

Aud: [copies the strange noise]

PB: Now, our final thing, our vampire rat is missing something. Our vampire rat is missing something. Yes.

Girl: The fangs.

PB: Fangs. Can you make a sharp noise for me, please, and a sharp noise in the classroom.

Aud: [makes a sharp noise]

PB: [makes a sharp noise] There you go. Now, hold it up in the air, in the classrooms too and in the studio.

Boy: I forgot the eyes.

PB: Wow, give yourselves a big howl for drawing wonderful vampire rats that are creepy things.

Aud: Howl.

PB: Thank you very, very much boys and girls. Who could write a story based on just this picture? Who could write a story based on this picture? Look very closely at this lady's knees, do you see something?

Boy: Why is there faces?

PB: She's got baby faces in her knees. What about this picture?

Aud: [laughs]

PB: Yeah. Thank you very much, we're going to do some questions with Jen. Thank you.

J: Thank you so much, Pamela. I had no idea it was so easy to write a story based on a crisp.

PB: You can.

J: Or indeed draw a vampire rat.

PB: In 30 seconds.

J: A lot to do in 30 seconds.

PB: [laughs]

J: Now, can I just apologise once again for running over slightly. If you need to go out for your break time, that's absolutely fine. Remember, you can watch it all again next week on demand. Now, the questions have been coming in thick and fast, you'll be pleased to know, but we're going to start from one from Castleton Primary School, I believe. Could you say your name in a big loud voice and your question for Pamela?

Boy: Can you explain why your bedtime with your gran was crazy?

PB: Can I explain why...

Boy: Your bedtime stories with your gran was crazy?

PB: [laughs] You've been researching me, haven't you?

J: [laughs]

PB: Yes, look at your face. Bedtime stories were a bit wild with my gran because we used to play the over to you stories, which is where I got the idea for what we did here. So my gran would say the first bit of the story, and then she'd say, over to you, Pamela, and she'd always stop it at a really exciting bit, then I'd have to make up the next bit of the story. They got a bit wild because my gran liked to put loads of stuff in the stories, like witches and goblins, and she would always say...where we lived, she would always say, and then there was a knock at the window, over to you, Pamela. We'd always do it lying in bed, and I would look over to the window and I'd be a bit scared thinking, what could be there, and I always used to make it something silly like an evil pigeon...

J: [laughs]

PB: ...or a hungry seagull, something like that. So, yes, thank you for researching me, that's a very good question. Have you been speaking to my gran?

J: [laughs] Did you ever hear your gran's voice, Pamela, in your head while you're writing sometimes saying, and now over to you? [laughs]

PB: I do. When we were doing the game just there, which was just a bit of fun to show you that you can get other people to help you with the story, and it's really fun to come up with ideas really, really quickly, yes, I do sometimes hear my gran's voice in my head.

J: Absolutely. Great question, thank you. And now, over to Lady Alice Primary School. I believe we have a question over here. Could you say your name and your question?

Girl: Karlina.

J: Lovely, and what's your question for Pamela?

Girl: Why are there baddies, bad characters, in the title of your books?

J: Ooh.

PB: Why are there baddies, why are there bad characters, in the title of my books? Well, I think I should think a bit more carefully about that, because we've got Baby Alien's Got My Teacher, My Head Teacher is a Vampire Rat, The Spy Who Loved School Dinners, Attack of the Demon Dinner Ladies, did I tell you that I'm actually a teacher? Did you know that? Do you think I'm very popular in my school? Do you think the dinner ladies like me very much?

Aud: No.

PB: I'm very nice to them. I think that they do like me, but I put a lot of baddies in my book because when I was at primary school I was very scared of this thing here, which I'll hold up for you to see. This is an ice cream scoop, yes, and that should be used for ice cream, not for stinky shepherd's pie. I was very scared of the dinner ladies because when I went down to dinners they would serve me shepherd's pie, and it kind of smelled like feet and tasted a bit like soap. We used to go up to dinners with our tray and they were the baddies as far as we were concerned. They were baddies because they gave us food that we didn't like, and they would put the scoop into the shepherd's pie and lift it out and say, one scoop or two. I would say, no scoops, zero scoops, no scoops...

J: [laughs]

PB: ...and then she would say, don't be so cheeky, and she would go, pshhh, pshhh, and I'd be like, noooo! So, teachers, head teachers and dinner ladies aren't really baddies, are they? But when you're wee sometimes at school, they're people that make you do stuff that you don't want to do, don't they? They're the ones that make you follow all the rules, so I think it's really fun, sorry teachers, I'm a teacher too...

J: [laughs]

PB: ...to turn them into baddies in the book. Hands up if you think it would be fun to turn your teachers into baddies in your book. Totally do it. Back in the classrooms, I think you should be doing that today.

J: We're going to get some brilliant stories out of this, I can imagine.

PB: [laughs]

J: Right, the next question we have from Dalmally Primary School, thank you so much for tweeting that to us. The question is, it's a cracker, have you ever met a real werewolf?

PB: [gasps] Good question, Dalmally School. Have I ever met a real werewolf? I don't think so, but I saw a cat that was really giant one time, and I think it might have actually been a real wildcat up in Scotland, I'm not sure. Hands up if you've ever seen a cat that just looks way too big to actually be a cat, and it doesn't look the right colour to be a fox. Well, that's what happened to me. I'm not sure, maybe it was a werewolf.

J: Who knows? Now, this is an interesting one, because I know we've talked about your gran and how it was really nice telling stories together when you were younger, and we have a question from Robert Douglas Memorial Primary, and they're interested to know, what's the first book you remember reading as a child?

PB: Ooh, good question. The first book that I remember reading is a book that I found myself in the library in Dundee, and it was called Mog, by Judith Kerr...by Judith Carr, sorry. Hands up if you've heard of Mog before, or The Tiger Who Came to Tea, some of Judith Carr's wonderful books. I loved the pictures in there, I love illustration. I can't draw, except for that...

J: [laughs]

PB: ...because Tom showed me how to draw the vampire rat, but I just love the illustrations of Mog. Has anybody seen the picture when Mog's tucked up tight in the pram pretending to be a baby, or the one when she eats the fish, and then in the fish you've got actual bite marks left, and it looks really, really cool? So, Mog was my first book, and also The Tiger Who Came to Tea.

J: [laughs] Lovely, and Mog actually helped us out recently when we did some filming in Dundee...

PB: She did.

J: ...she was brilliant. Okay, the next question comes from Edderton Primary School, thank you for tweeting that one in. They want to know, how did you feel when you wrote your latest book?

PB: How did I feel? Well, I've got a bit of a bad habit when I write my books. Sometimes I write really late at night. Do you think that one o'clock in the morning is quite late?

Aud: Yeah

PB: Sometimes I'm still writing at that time if I've got an idea in my head, and then when I write funny things I burst out laughing, and when you burst out laughing in

your house and you wake other people up and my husband shouts, stop laughing at your own stuff, and I'm like, but it's just really funny. So when I'm writing I feel quite funny and I laugh a lot because I remember things that I did when I was your age at school because a lot of these books and a lot of things that happen, they're based on what really happened. Me and my friend Jodi used to get up to all sorts of things. Yeah, Jodi's a real person, we used to get up to all sorts of things and it makes me laugh a lot when I'm writing it at home, sometimes at one o'clock in the morning when I wake everybody else in the house up, and my cats are like, Pamela, let us sleep, meow.

J: [laughs] And finally we've got time for one more question, and this comes from St Ninians Primary School. Who inspired you to be an author?

PB: Oh, I just mentioned my cats there actually. My cats, Bear and Carlos, Bear is a tortoiseshell cat and Carlos is black and white, when it was my birthday one year they gave me a book called, How to Write For Children. I think my husband might have helped them out, I think he might have helped them, he might have gone onto the computer and helped them get it. But my husband giving me that book just made me realise that it's okay if you struggle with spelling and it's okay if you sometimes feel that you're not good at writing, because there's always somebody there that can help you. Hands up if you sometimes feel like that, that when you're writing something you're not sure if it's the right way to write it or if it's the right words, or if it's spelt correctly. Well, I feel like that a lot, and this book just gave me confidence, just like your teachers can do. It kind of just helped me and it showed me how to do it, and then I think that speaking to my friends and getting their encouragement as well, that really helped.

J: What a lovely message, thank you for that, Pamela. I don't know about you, but I'm inspired to write a story now and I'm not going to worry about mistakes or anything. [laughs] Right, I'm so sorry to say that we are running out of time, so that's all we have time for today, but thank you, Pamela, for giving us such a brilliant time, and for sharing so many wonderful and inspiring ideas. So, can we have a humongous applause for Pamela Butchart?

Aud: [applause]

PB: Thank you.

J: Thank you. Don't forget that you can watch Pamela all over again next week by visiting our Authors Live on demand page where you'll find tons of fantastic recordings from brilliant authors. We've got two brand new ones, one from the tremendous author and Viking god, Philip Ardagh...

PB: [laughs]

J: ...and the irrepressible and brilliant, Vivian French. So, go online to scottishbooktrust.com/authorslive to view them again and again, and thank you so much for joining us today. We'll be back very soon with more Authors Live, and so we hope to see you then. Thank you very much, bye-bye.

PB: Bye.

Aud: [applause] Bye