

# SCHOOL VISITS 101!



HOW TO PLAN THEM, GET THEM,  
AND BE **awesome** AT THEM!

WITH ADAM WALLACE

# iMPRINT PAGE!!!!!!

*School Visits 101 - How to plan them, get them and be AWESOME at them!*

A KBCC Production

First published in the year of the Zombie Pirates, 2020

by

Krueger Wallace Press

Email: wally@adam-wallace-books.com or visit  
www.kruegerwallacepress.weebly.com or visit  
a school. That's what this course is for!

All rights reserved. No part of this printed publication may be sliced and diced, reproduced, stored in or introduced into a retrieval system, or transmitted, in any form, or by any means (electrical, mechanical, photocopying, recording or otherwise) without the prior written permission of the publisher and copyright owner, Krueger Wallace Press.

This edition printed by you on your printer. Or at Officeworks ... or your mum's ... or at work.

Designer/Typesetter: Adam Wallace

Edited by Tex Calahoon

Text and W.S.L.R.P. sections copyright Adam Wallace 2020

Cataloguing-in-Publication entry is available  
From The National Library of Australia  
<http://catalogue.nla.gov.au>



Do not use this book as a magical element.  
This book is not a potato masher or a sieve.

# CONTENTS

**SECTION 1 - INTRODUCING THE COURSE - WHAT YOU'LL LEARN  
WHAT YOU'LL COME AWAY WITH**

**SECTION 2 - INTRODUCING YOUR HOST - ADAM WALLACE**

**SECTION 3 - WHY DO SCHOOL VISITS? FOR THE KIDS, THE SCHOOLS, AND *YOU!***

**SECTION 4 - NUMBERS! HOW MUCH TO CHARGE, SESSION LENGTH, GROUP SIZES, AGE RANGE AND MORE.**

**SECTION 5 - BOOK SALES! 4 WAYS TO DO THEM, AND CREATION OF AN ORDER FORM!**

**SECTION 6 - HOW DO YOU GET SCHOOL VISITS? LET ME COUNT THE WAYS!**

**SECTION 7 - THINGS TO THINK ABOUT! ANSWERS TO QUESTIONS I HAVE BEEN ASKED.**

**SECTION 8 - CREATE A SCHOOL VISIT WORKSHOP! YEP ... YOU'RE DOING IT!**

**SECTION 9 - THINGS YOU *MUST* HAVE AND DO BEFORE YOUR VISIT!**

**SECTION 10 - TIPS FOR WHEN YOU'RE ACTUALLY AT THE SCHOOL!**

**SECTION 11 - SUMMING UP!**

**BONUS CONTENT 1 - RESOURCES TO HELP YOUR PRESENTATIONS**

**BONUS CONTENT 2 - SEE ME DO A SCHOOL VISIT (*or catch up with me to talk about visits*)**

**APPENDIX A - MY STORYBOARD EXERCISE**

**APPENDIX B - WHERE ON EARTH ARE THE RESOURCES?**

**APPENDIX REMOVAL - SERIOUSLY. IT'S GONE.**





# SECTION 1



## INTRODUCING THE COURSE!

# INTRODUCTION

## WHO IS THIS COURSE FOR?

This course has been created with beginning authors/illustrators in mind. Creators who want to get out there and start doing school visits, perhaps never having done one before. But it's also for people who have been doing school visits already, but may want to get more, or may want to refine their sessions, or may just be curious as to how another author does things.

## WHAT IS IN THIS COURSE? WHAT CAN YOU EXPECT TO LEARN?

School Visits 101 has many sections covering many things, and a couple of bonuses too **YAAAAY!!!** You'll discover:

1. **Why you should do school visits.**
2. **Ways to get as many school visits as your little heart desires.**
3. **The numbers!** How much to charge, and pros and cons of doing free visits; How many sessions to do a day; How long your sessions should be; What age you should present to; How many students you should have in a session and more.
4. **Should you sell your books to the students and schools?** If so, what are the different ways you can do that?
5. **Ins and outs of your actual visit** - should you use technology? Should you do a presentation or a workshop? Do you charge differently for a presentation or workshop? Do you need a teacher in the room? How much should you do? All this and more!
6. **More ins and outs** - What do you talk about? Should the visit be interactive? Finding your strengths and weaknesses as an author/presenter.
7. **Create a session!** Use an actual template to create an actual session you can actually use when actually visiting an actual school. And don't only create one session ... create lots of sessions!
8. **What to do before the visit and on the day.** Create an invoice, get an ABN, get a Working With Children card, prepare and plan for your visit.
9. **Some things myself and other authors have found useful while in the firing line, I mean while giving a session.** Who to aim the session at, how to control the crowd, letting children share, involving teachers, signing autographs, using microphones and more.
10. **Extra resources that have seemingly nothing to do with writing or school visits, but that have massively improved my visits.**

**NOTE:** Homework will be assigned! This means you will leave this course not only **feeling** prepared for your school visits, but with **actual** templates, activities, order forms, invoices, and more! Cool, huh?

So why am I doing this course? Well, it's time. This has been brewing in my mind for a while now, the fact that I have done so many school visits, built up knowledge on them, and have been through the slog of it. I want to pass that on. I had so much help from amazing people as I was embarking on my career. Authors and illustrators who would sit with me for hours and talk about their journey, what they tried that worked and didn't work, and offer advice and thoughts. It all helped so much, whether I did the things or not.

At least I had options. And that's what I want for you. I want you to have more options, to have choice, and for my ten years of work to be able to cut down the time you spend. Not everything I say will click with you, but you can still learn from my experiences. As Bruce Lee says, "*Research your own experience. Absorb what is useful, reject what is useless, add what is essentially your own.*"

Take what I have done and make it your own, and that's why I'm doing this. To give a starting point you can use to be better at school visits than I could ever be.

Some people have told me I shouldn't help other people get amazing at school visits, because it will crowd the market. But here's the thing! It won't! It can't! The more authors and illustrators out there inspiring kids to read and write and draw, the more excitement around books and writing and drawing will be generated and that is a win for the world.

## **HOMEWORK: WHAT DO YOU WANT TO GET OUT OF THIS COURSE?**

Write down the things you would like to learn from this course. Check back once you're finished, and if there's anything that wasn't covered, email me at **wally@adam-wallace-books.com** and I will do my best to fill in the gaps!



## SECTION 2



INTRODUCING YOUR HOST  
ADAM WALLACE!



# YOUR HOST - ADAM WALLACE

Hi! Adam Wallace here, ready to guide you into the *AMAZING* world of doing school visits as an author or illustrator.

School visits are crucial, crucial I say, for so many reasons. As we go through the journey of creating a school visit for **YOU**, my hope is that you'll also see that they are possibly **THE** key element in furthering your career as a children's author/illustrator. Is it children's author? That sounds like you're writing children. A children's book author? That sounds better. An author of books for children? I mean, it's correct, but it's kinda clunky.

Anyway.

The fact is, you can spend hours/days/weeks creating a shiny and fancy website, you can do amazing social media stuff, you can even spend hours working on your writing outfit, but in the end I believe, both from experience and from advice from authors I respect and admire, there are **two things that will benefit you most as an author for young people.**

**1. Get your work as good as you possibly can get it.** Work on your writing. Every. Single. Day. Seriously. A fancy website is irrelevant if your writing isn't as incredible as it can possibly be. So write and read and revise and test and surround yourself with other creatives and meet publishers and work and work and work. Here's the thing. We're writers! Some people will like our stories and some people won't, and there is so much that's out of our control. But not how hard you work. Not how amazing your stories become. That's on you.

*"Be so good they can't ignore you."* Steve Martin

*"The only thing you can control is how hard you work."* Robert Ben Garant and Thomas Lennon

*"I will write what I will write. If it connects with and touches you, that's beautiful. If not, well, it can't be helped."* Bruce Lee.

**2. Get into schools and in front of your real audience - THE KIDS!** Sure, there are gatekeepers between your books and the children - think publishers, editors, marketing teams, booksellers, parents, grandparents, teachers - but in the end **you are creating books for one audience and one audience alone. Children.** They are all that matters. If your stories aren't connecting with children, nothing and no one else is relevant. And the best way to connect with children is to interact with children. Find your voice with them. Find who you are with them. And then write that. And one of the best ways to do that is via, da da da daaaaaaaa, **SCHOOL VISITS!**

If you can get into the schools and win them over, you are well on your way. But how do you do that? And what do you do when you're actually in a school in front of 1000 expectant eyes? (*There are more than 500 kids there, but some are asleep, some are bored already, and one is inspecting the booger he just extricated*) Well, this workbook, and this video course, has some - but not all - of the answers. So who am I to have some of these answers? I'll tell you, but it's on the next page. This one has enough writing already.

# CREDIBILITY CHECK

Why am I giving advice on doing school visits? I don't know ... 'cos I wanna? But that's not what you want to hear. You want some evidence! So here it is!

## ADAM WALLACE – THE EVIDENCE

Full-time author.

Presented to over 100,000 children in over 400 school and library visits

Over 800 markets attended

Been **Number 1** on the *New York Times Bestseller List*

Been **Number 1** on the *Amazon Bestseller List* (all books)

4 times on the *USA Today Bestseller List*

Book read on the *White House Lawn*

Over 80 books published

Over **2 million** books sold

Over 140,000 books sold personally by Adam Wallace

Books in the DJ Khaled and *Kim, Kourtney and Khloe Kardashian* households - not delivered personally, unfortunately ...





## SECTION 3



WHY SCHOOL VISITS?

# WHY SCHOOL VISITS?

So you want to do school visits ... at least, I hope you do, because you're here! So **WHY** do you want to do them? It's an important thing to think about, as it helps you focus your presentations and even the schools you may target to begin with. Having a great why also helps when things are tough.

I have to say though, first up, that if one of your reasons isn't to do with inspiring and entertaining children ... think again about if you should be doing this at all. So then ...

## WHAT'S IN IT FOR THE KIDS?

It's exciting!

They get to meet a real-life author.

They discover that books, reading, writing and/or drawing can be **FUN!**

They create a piece of work or start thinking of what they can produce.

They realise they are creative, and that they **can** write and/or draw.

They get a signature from a celebrity ... and trust me, you are a celebrity to them.

They are inspired.

They either meet an author they love or discover a brand new author who may become their favourite.

They don't have to do maths.

## HOMEWORK

**CIRCLE/TICK/UNDERLINE/HIGHLIGHT** any of the reasons above that may apply to what you want to give children in a visit. Do **you** have any other thoughts on what children will get out of you visiting their school? Write them down here. The more the better.

# WHAT'S IN IT FOR YOU?

Entertain and inspire children!

Generate income.

Become a better author.

See your target audience face-to-face.

Let your target audience see **YOU AND YOUR BOOK(S)!**

Create a connection and build a relationship with children, teachers and schools.

Overcome a fear of speaking to a group.

Get your books into school libraries.

Sell books.

Test your stories/books and see what works and what doesn't. This may sometimes surprise you! It's also an opportunity to test on different schools/demographics/etc

## HOMEWORK

**CIRCLE/TICK/UNDERLINE/HIGHLIGHT** any of the reasons above that may apply to you. If you have **other reasons** for doing school visits, write them in below this next word!

# WHAT'S IN IT FOR SCHOOLS?

Yes, it's super important to think about why **you** want to do school visits, but part of giving a great visit is also knowing what the school wants out of it! This will help you plan your sessions and activities and talks, and will also help when you write a flyer or website copy promoting your visit.

Below are a list of, firstly, things I have discovered, and second, things teachers have told me are important to them. As it will often be a particular teacher talking to the principal to get money for your visit, if you can cater to what schools want it will up your chances of getting the gig!

## Okay. Here's the list!

Engaging the students and igniting interest and excitement around reading, writing and/or drawing.

Catering/Being relatable to the age group. Grade 6 students and Prep students respond very differently.

Doing hands on work.

Being interactive.

Catering to the curriculum.

Learning new skills/knowledge/facts.

Bringing something different and exciting to the children.

Being entertained.

A starting point the teachers can carry on with to develop skills.

Something relevant to what they are working on (narratives, rhyming, etc).

An hour off where they can mark work.

# **HOMEWORK**

**CIRCLE/TICK/UNDERLINE/HIGHLIGHT** any of the things schools and teachers look for in a school visit that apply to you. These are already strengths for you!!!

In another colour, **CIRCLE/TICK/UNDERLINE/HIGHLIGHT** the things you would **LIKE TO DO** but don't yet feel capable of. These are the things to work on.

Write down any other things you think/know schools may look for in an author or illustrator visit.





# SECTION 4



**ADAM WALLACE**

- author

- cartoonist

## FUN AND INTERACTIVE WORKSHOPS

### CARTOONING

Watch as students become confident cartoonists, inspired by Adam's unique approach to **cartooning** and **character creation**.

### WRITING

Students will learn simple techniques to **create and organise story ideas** and **unlock their inner comic**.

All workshops suitable for **Prep to Grade 6**.

**Maximum FOUR sessions per day.**

**Up to 100 students per session.**

More information at [www.adam-wallace-books.com](http://www.adam-wallace-books.com)



## KEY NUMBERS!

# TIME TO TALK NUMBERS!!!

## 1. HOW MUCH SHOULD YOU CHARGE?

This is a tricky one. Basically you can charge whatever you want! However there are standard rates, and you can check those out at [www.asauthors.org/findananswer/rates-of-pay#SCHOOL%20APPEARANCES](http://www.asauthors.org/findananswer/rates-of-pay#SCHOOL%20APPEARANCES)

These are a guide! Some people charge much more (*up to \$1000 or more for one session!*), some charge less (*free or minimal*). A good balance is somewhere in between, but the ASA is a good guide.

As of 2020, I charge **\$300+GST for one session** (*regardless of length*), **\$450+GST for two sessions**, and **\$600+GST for three or four sessions**. I cap my days at four sessions, except for exceptional circumstances.

This hasn't always been the case! I started out doing visits for free, went up to a standard substitute teacher rate, and eventually to the standard author rates.

Other options, aside from charging per session, include:

**Charging per child.** Some authors charge, say, \$3 per child. Often they will set a minimum number of children for this option.

**Charging per child and a book.** I recently did a visit where I charged \$10 per child, but as part of that each child received a book!

**Free Visits.** Should you do these? I say yes (*and no, haha*), but only in certain circumstances.

**1.** When you're starting out it's a great way to get practice and exposure. **2.** To do Book Launches (*More on this in the Sales section*)

And there may be other options as well, I just don't know what they would be!

## 2. SHOULD YOU CHARGE THE SAME FOR A TALK AND WORKSHOP?

Again, this is going to be totally personal. I charge the same rate regardless of what I do. It feels like it would get very complicated otherwise.

## 3. SHOULD YOU CHARGE FOR TRAVEL/ACCOMMODATION?

I don't, but on the ASA rates page you'll notice they suggest fees for travel, accommodation, and even food.

## 4. HOW LONG SHOULD YOUR SESSIONS BE?

I fit in with their timetable. If they do 50 minute sessions, my sessions will be 50 minutes. Same if they do 1 hour sessions. There will be more on this in a later section, with regards to planning your session.



## 5. WHAT SHOULD YOUR GROUP SIZES BE?

This is up to you ... sort of! Some schools will have a set idea, but generally, as a rule, most schools will discuss group sizes with you, and ask your preferences. My dream size is 50 kids, but I am happy doing up to 125 ... in saying that, I have done larger groups too.

**NOTE:** After seeing 160 kids a couple of days ago, I would recommend using a microphone once the groups get large, for crowd control as much as anything else.

### PROS OF A BIG GROUP

Great energy! Lots of suggestions! A group laugh is a **BIG** laugh! Lots of suggestions too.

### CONS OF A BIG GROUP

Can get very noisy very quickly (Hence the microphone to quieten the group). You can't get to everyone's suggestions/stories/questions. Can be daunting when starting out or always!

### PROS OF A SMALL GROUP

Can give individual attention. Kids get more time to tell stories. Can get suggestions from most who want to. Crowd control is easy.

### CONS OF A SMALL GROUP

Can feel very quiet. Can get very few suggestions if a quiet group. Bit harder to build a buzzing energy.

## 6. HOW MANY SESSIONS SHOULD YOU DO IN A DAY?

Sorry to sound a bit like a broken record, but this is up to you as well. For me, I say four sessions a day, maximum. I didn't use to. For years after I started I would do a full day, whatever that meant at a school. Sometimes it was five sessions, sometimes six. Now I say four sessions maximum, because I was doing school drop off and/or pick up. But that's me. Other authors won't do more than three sessions in a day. As your energy changes with the inevitable ravishes of time, you may do less sessions. But the less sessions you do, the larger the groups may be, so that is a factor as well.

And, conversely, if you're doing sales, less sessions may mean less year levels, which means less kids and less sales.

This is something you will play with and learn from and eventually settle into what suits you. Pick a number to start with, a number that feels right to you now, and then work from there.

## 7. WHAT AGE GROUPS SHOULD YOU SEE?

Okay. Personal opinion time. ***You don't have to work with age groups you don't want to!*** I know! **Controversial!** When you start out, maybe do any and all age groups (*and I did*), because you don't really know. To me though, after all that, the best age groups to work with are those your books are aimed at.

Which kinda makes sense.

But there will also be age groups you feel much more comfortable with. Now, I am someone who **TOTALLY** believes in getting out of your comfort zone, however, when you reach a certain point of your career, and you have trialed things, you ***should not have to do gigs you don't want to!*** Writing and presenting is a passion job ... why would you do things you hate???

So now I **NEVER** visit high schools. I've hated it every time, so why would I continue to do it?

The thing is, it can feel like you ***always*** have to say yes, but you don't. At the start, sure, say yes to everything. See what happens. But once you don't have to, then don't. And if you say yes to jobs you don't want to do, what happens when a job you ***really want to do*** comes along and you have no time? That's right. You can't do it, and that sucks!

## 8. CATERING TO DIFFERENT AGE GROUPS

So, once you decide/trial/discover the age groups you want to work with, should your session differ depending on what age group you're talking to? Yes, yes, a thousand times **YES!**

The changes may be minimal ... for example, I am more slapsticky with Preps than I am with Grade 6s. And a long talk to Preps is not always a great idea, as after a bit of time they will start to fidget ... a lot.

Again, this will be trial and error for you, but is definitely something to think about.

## HOMework

What age group are your books aimed at? It may be a wide or narrow range. Write down the age groups you would feel, right now, comfortable presenting to (this may change over time!).

How and what would you feel comfortable charging? Write down your charges for a school. Think about per session, or per child, and the various variations you will need to know.

Would you feel comfortable doing free visits? And why?

What is the minimum and maximum number of children you would like to present to? Again, this will change as you gain experience working with different size groups, but right now, what is your gut feel?

**MINIMUM -**

**MAXIMUM -**

How many sessions a day would you feel comfortable doing? This will be influenced by your lifestyle (ie children, other job, etc). Pick a number. You won't know how it works till you do it! Write down the factors that influenced your choice.

Now write down your **IDEAL VISIT** in terms of numbers! Travel time, session sizes, age groups and lengths, and fees charged (**NOTE:** *There's a blank page after this one, so use as much space as you like*).



## SECTION 5



## BOOK SALES!

# BOOK SALES

Okay. So you are going to do school visits. Do you need a book? No, you don't, but it certainly helps ... **A LOT!** Not just with credibility, and the kids being very excited, but you can also do book sales! And these can add dollars to your bank account, as well as generating word of mouth publicity among kids.

And this is the **BEST** type of publicity (*just ask the people who did Harry Potter ... I don't know if I'm allowed to use the names of the people who did Harry Potter. I do know who they are, I just don't want a legal battle against them! But I did hear it was word of mouth that really generated the excitement!*)

Anyway, so you have a book, or books, and you want to sell it or them at schools. How do you do that? Well, let's find out some options!

**PRE-SALES:** This is where you or the school prints out forms to give to the students, or put in the newsletter, **before** your visit. The students then return the forms, you collect them on the day of your visit, then either sign and deliver the books then or at a later date.

## PRE-SALES PROS

I don't know haha. These have never been great for me.

## PRE-SALES CONS

Lower order numbers if you are unknown to the children at the school.

**SALES ON THE DAY:** This is where you bring books along on the day of your visit, the kids bring money along on the day of your visit, and you sell and sign books ... on the day of your visit!

## SALES ON THE DAY PROS

The visit and sales are completed on the same day.  
The kids get to see you sign their books

## SALES ON THE DAY CONS

Lower sales if you/your books are not well known to the kids and parents  
It is tiring doing a school visit. To sign and chat on your break can be exhausting. Children need to bring money with them.

**ONLINE SALES:** This is where you tell the kids about your website on the day of your visit, and they or their parents can go online and order your books whenever they want.

## **ONLINE SALES PROS**

It is done from the comfort of your own home!

## **ONLINE SALES CONS**

It's an extra step, and you want sales to be as easy and as connected to the visit as possible

**ORDER FORMS ON THE DAY:** This is where you do your visit, and at the end of it you leave order forms with the students (*or with the teachers to hand out if it's a big group*). You then return at a later date, collect the forms, take them home, sign the books, and then deliver the books.

This is the option I do, because after trialling all the options it has been the most successful.

## **ORDER FORMS PROS**

There is a buzz around your visit.

You have met the kids and they have a connection with you, you are no longer an unknown. They can show and tell their parents about your visit and what they learned from you and your books.

Kids don't have to bring money on the day

It is minimal work for the school (*More on that later*).

The school will have your book(s) to show the parents (*More on that later*).

You can sign the books at your own pace at home while watching Collingwood win the footy or listening to music.

## **ORDER FORMS CONS**

It requires an extra two visits to the school (*minimum*).



# TIPS TO GENERATE MORE ORDERS

**Give the school a set of your books as part of your visit/Booking Fee** - This not only lets the kids, teachers and parents read your books, it is also a nice gesture. **AND** it means your books will be eligible for ELR (Educational Lending Rights ... for more info on this go to [www.arts.gov.au/funding-and-support/lending-rights](http://www.arts.gov.au/funding-and-support/lending-rights)).

**Offer a reward for every order** - I initially offered \$2 off the Booking Fee for every order received. As a number of schools bought books with that, now I offer \$2 worth of books for the school with every order received (*ie 30 orders, \$60 worth of my books*). Why? Hopefully the school will push things if they get something out of it.

**Give something extra** - I give every child who orders a bookmark, and I also draw a picture on the bag the books come in.

**Make it minimal work for the school** - Tell them you will sort the orders, deal with change, deliver the books named and in grade order, etc. All the school has to do is collect the orders and hand them over.

**Offer packages** - This is easier if you are self-published, as your costs are lower. For example, my books are \$15 each, but you can get 3 for \$30 or 4 for \$40. If you offer three different vales, the middle one will be the most popular!

**Print the order forms yourself** - It may seem like a large expense, but if you print the forms at Officeworks, it will be 8-10c per copy. Even if you see 1000 kids, which is huge, that will cost you \$80. It won't take many orders for you to break even.

**Offer a prize for the class with the most orders** - I am yet to do this, but am going to introduce it to my visits. The prize could be a set of books, an extra session, a framed and signed picture (*If you don't draw, print out the cover and sign and frame it!*), or whatever else you can think of!

**Offer a free visit as a book launch** - I do this at schools I have previously visited and had great sales at. I already have an eager audience, and I know it will cover my lack of a fee. It also generates amazing buzz around a new book, and I only go offer this to ten schools, so I tell them the kids they were specially chosen, which they were, and that they are seeing it before anyone else.



# HOMEWORK

Write down the books you have available to sell. Then write down the profit margin for each book.

For example.

**BOOK** - Rhymes With Art

**RRP** - \$15

**PRINTING COST** - \$2

**MY PROFIT MARGIN** - \$13

Write down any potential packages you may be able to do, and if they are worthwhile.

For example.

Buy one get one free (**Printing Cost = \$4, Profit = \$11**).

\$15 per book, or 2 for \$25 (**Package Profit = \$21**).

3 for \$30 (**Profit = \$24**).

Here are some examples of order forms I've used. You can download these in the download section.



# ADAM WALLACE BOOK ORDER FORM



PRODUCT	COST		QUANTITY	COST
<b>WEIRD!</b>	<b>\$15</b>			
<b>Stick (it to the) Man</b>	<b>\$15</b>			
<b>Rhymes With <i>Pictures</i> CARTOONING</b>	<b>\$15</b>	Includes the Fox, Frog, Flamingo, Snail, Octopus and more.		
<b>Rhymes With <i>Illustrations</i> CARTOONING</b>	<b>\$15</b>	Includes the Unicorn, Whale, Jellyfish, Cheetah, Kitten and more.		
<b>AMAZING DEAL FOR THREE BOOKS!!!!!!</b>	<b>\$30</b>	Please circle book choices above! <b>(Save \$15)</b>		
<b>INCREDIBLE DEAL FOR ALL FOUR BOOKS!!!!!!</b>	<b>\$40</b>	<b>(Save \$20)</b>		
		<b>TOTAL COST</b>	<b>→ → →</b>	

These books are for (print child's name): .....

To order books, please place this form with your **cash** or **cheque** in an envelope. The envelope should then be returned to school by **Wednesday the 19<sup>th</sup> of September, 2018.**

If paying by cheque, please make payable to **Adam Wallace.**

Please deliver this order to ..... at **Fancy Pants PS** in

**Grade** ...../.....



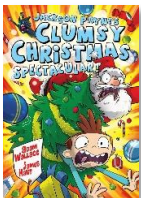

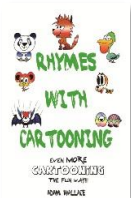
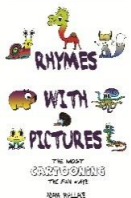
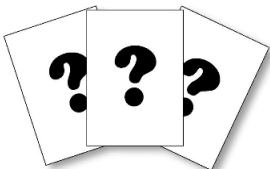

**KRUEGER WALLACE PRESS**  
Email: [wally@adam-wallace-books.com](mailto:wally@adam-wallace-books.com)

**ABN 31 260 817 318**

**Phone: 0432 720 450**  
Website: [www.adam-wallace-books.com](http://www.adam-wallace-books.com)

# adam WALLACE BOOK ORDER FORM

As part of author and cartoonist Adam Wallace's upcoming visit to **Fancy Pants P.S.**, students have the opportunity to buy **autographed copies** of Adam's books. Simply complete this order form and bring it back to school along with payment by **September 19, 2018**. Adam's books are interactive and fun and will inspire young readers, writers, and illustrators of every level and ability.

	Title	Price	QTY	Who to sign the book for	Deliver book to (Full name and grade)
	<i>Clumsy Christmas!</i>	\$12			
	<i>WEIRD!</i>	\$15			
	<i>Rhymes With Cartooning</i> (Panda, Bat, Puppy, Tortoise, etc)	\$15			
	<i>Rhymes With Pictures</i> (Snail, Frog, Fox, Wombat, etc)	\$15			
	<b>AMAZING 3 PACK!!!</b> [Tick or circle 3 books]	\$30 [Save up to \$15!!!]			
	<b>INCREDIBLE 4 PACK!!!</b> [One of each book!]	\$40 [Save \$17!!!]			

**TOTAL:** \_\_\_\_\_

## OTHER PAYMENT OPTIONS:

Direct bank deposit to:  
Name: Adam Wallace  
BSB: 111111  
Account: 11111111

If paying by Direct Deposit please write name used below.

Okay, now it's your turn! **Create your very own order form.** You can copy mine (*I did them in Word*), or design your own, or you can even download a blank template of one of my forms (*It's with the video!*) and put in your details (*or leave in my details, I'm happy for you to sell my books!!!!*).

But however you do it, create your own order from **NOW!**

# BOOK LAUNCHES IN SCHOOLS

This is a bit of a controversial one ... but it has been one of the most successful things I have done!!!

Once things had kicked off, I would approach schools I had already visited and ask them if I could launch my new book at their school. I would offer a free visit (*usually one day, sometimes more*), a chance for the kids to be the first to see and get the book, and in return it would allow me to sell the new book and generate some buzz around it.

So I miss out on say \$600 for a day visit. And I may pay up to \$70 or \$80 bucks on order form photocopying. But these are also repeat visits I may not have got if I was charging for them.

And let me tell you this ... I have done traditional book launches and my very most successful one was my first, where I sold 90 copies. Generally sales will be between 30 and 40 books.

In comparison, in 2015, I sold over 3,000 books and made over \$35,000 at school launches!!!!!!!!!!!!!! I was launching a few different books, but still ... it's crazy good!

One big point is that I **only** approach schools where sales had been good the previous year and also schools I really had a good time at and felt a real connection with, and the two do not always correlate!

# EXTRAS

As mentioned earlier, I draw a picture on the bag every child who orders receives. I also give every child a free bookmark (*I set up mine on Publisher and print them at Snap Printing. It costs me \$170 for 200 sheets, and I get 8 bookmarks on every sheet*).

Also, I offer \$2 worth of books for every order I receive.

You are totally welcome to take on any of these ideas, but what else could you offer that sets you a little bit apart from everyone else who is doing this?

**Write down your thoughts here!**







# SECTION 6



6/155 Lower Heidelberg Rd  
IVANHOE EAST VIC 3079  
Australia

Phone: 0432 720 450

E-mail: [wally@adam-wallace-books.com](mailto:wally@adam-wallace-books.com)

Website: [www.adam-wallace-books.com](http://www.adam-wallace-books.com)

Hello! My name is Adam Wallace. I am a New York Times Bestselling children's author and cartoonist based in Melbourne. I have had 45 books published and have done over 300 school and library visits.

Thank you so much for taking the time to open this package. In it you will find **information about my school visits and workshops** and **a copy of my latest how to draw book, *Rhymes With Sketching***, for your school. These how to draw books are my most popular, and have been enjoyed by children right through primary school.

If, as part of your planning, you are interested in booking an author/cartoonist visit in 2018 or 2019, I would love to be a part of that! My interactive workshops make writing and drawing fun and achievable, and build the confidence of students in a short period of time.

**Please note that any bookings made for Term 4, 2018, or Term 1, 2019, will receive \$50 off the booking fee.**

Thanks again for your time, and please do get in touch if you'd like to find out more. All the contact details can be found at the top of this letter.

There is also more information on myself, my books, and my school visits at [www.adam-wallace-books.com](http://www.adam-wallace-books.com)

Have a fantastic day!

Yours sincerely

**Adam Wallace**

## HOW TO GET SCHOOL VISITS!!!

# YOU KNOW THE WHY, WHAT ABOUT THE HOW???

That's an excellent question, topic heading! It's all very well to know why you want to do a visit, but that's kind of irrelevant if you can't **GET** a visit! So what are some of the ways you can do just that?

**Well, here's a list of things I've used or heard about**  
*(I like lists, if you didn't notice! All of these are expanded in the videos).*

**Mail outs** - I include a book, flyer, letter and business card.

**Fax outs** ([www.thewritefax.com.au](http://www.thewritefax.com.au)). I haven't done this, because fax machines **FREAK ME OUT**, but other authors have with great success.

**E-Mail outs** - I have done this with **VERY** limited success (ie one response out of 100)

**Markets** ([www.craftmarkets.com.au](http://www.craftmarkets.com.au), [www.whitehat.com.au](http://www.whitehat.com.au)) - These were fantastic for me in giving my books exposure, gaining sales, meeting children and families, but also meeting many, many teachers and librarians that led to visits. It was my marketing. At markets. Yep.

**Education trade shows** ([www.theeducationshow.com.au](http://www.theeducationshow.com.au)) - These cost a little more but you can do sales, and one or two visits booked makes it worthwhile.

**Friends and family who work in or have kids in schools** - **DEFINITELY** utilise friends and family in schools.

**Teacher/Librarian network meetings** - These have gotten me many visits.

**Booking agents** - There are pros and cons to booking agents, covered in the next section.

**Teacher/Literary/SCBWI/CYA/CBCA Events and Conferences** - Fantastic opportunities to get in front of teachers and librarians. ([www.scbwiaustralians.com](http://www.scbwiaustralians.com))

**Book launches** - Amazing to network with authors, illustrators, publishers, teachers and librarians. The Little Bookroom ([www.littlebookroom.com.au](http://www.littlebookroom.com.au)) has launches and events all the time. And is an **AMAZING** bookshop.

**Author talks** - Listen to other authors and get knowledge from them ... also meet teachers and librarians!

**Dropping into schools and giving them a book and a card/bookmark** - This will get you more visits than you may imagine! Basically you just drop into a school, in either a planned visit or as you pass by, and you drop off a set of books for the school to look at and buy if they want ... often they will then ask whether you do visits as well!

# **HOMEWORK**

Write down any school contacts you already have. Friends, family, your child's teacher, your nephew's principal, anyone!

Got any other thoughts on how you might get a visit? Write them down, and don't be afraid to write down some crazy left-field ideas!

# BOOKING AGENTS

Booking Agents are fantastic, as they get you visits into schools and libraries, and sometimes even festivals! So what agents do we have here in Australia? Here are some of them. I am represented by the ones with the \*\*

**Booked Out** ([www.bookedout.com.au](http://www.bookedout.com.au)) - The biggest agency in Australia. That's all I know about them haha!

**\*\*Lamont** ([www.lamontauthors.com.au](http://www.lamontauthors.com.au)) - A new agency, started in 2019, Lamont have a small stable of authors (*deliberately*). With their huge base of schools built on their standing orders and Book fairs, Lamont have great potential but may be harder to get into.

**\*\*Creative Net** ([www.creativenetspeakers.com](http://www.creativenetspeakers.com)) - An arm of Ford St Publishing, Creative Net don't charge the school an Agency fee, but they do take a small cut of your fee.

**\*\*Greenleaf Press** ([www.greenleafpress.net](http://www.greenleafpress.net)) - Run out of Queensland, Greenleaf represent authors in other states as well.

**Nexus Arts** ([www.nexusarts.com.au](http://www.nexusarts.com.au)) - Not only authors and illustrators, but heaps of other performers/educators as well!

**Lateral Learning** ([www.laterallearning.com.au](http://www.laterallearning.com.au)) - I don't know much about this one, but they have some **AMAZING** people on their list.

**The Children's Bookshop Speakers Agency** (<http://thechildrensbookshopspeakersagency.com.au/>) - I am not with them but they represent brilliant authors and illustrators that I do know and respect.

But is it all flowers and rainbows? No. I mean, it *is* good, but there are pros and cons to using a Booking Agent for your visits.

## PROS

The Agent does the work to get the visit

Some Agents send promotional materials to the schools before you visit.

The Agents (*mostly*) deal with invoicing the school.

Agents have a reputation, so by being associated with them, this helps with your reputation as well.

They have many, many contacts in the school world.

## CONS

They have many authors and illustrators on their lists, so the competition is high.

It is easy to get lost amongst the great authors they represent.

They take a cut of the fee you charge.

They (mostly) add an agency fee to your fee, so the school pays a fair bit extra.

You may have less control on the distances you travel (*although generally this is up to you, even with an Agency*)

Even with an Agent, you can't rely on them to get **ALL** your work.

# HOMEWORK

List 5 reasons why you believe an Agent would be a good fit for you.

Look at the agents suggested, and others if you can find them. See if any of them represent creatives similar to you, or creatives you admire. Which Agents stand out as ones you would like to approach?

**Approach those agents!** Send them an email or letter introducing yourself! Don't worry about the flyer, etc yet, just let them know who you are and that you are looking for an agent.

# YOUR FLYER AND LETTER

So you want to get an agent, or you are going to get school visits yourself, or a combination of the two. Now it's time to start planning what you will send out to the agents and the schools, either by email, fax, or regular mail. A flyer is good. So is a letter, and it makes sense to do business cards as well.

(**SUGGESTION:** VistaPrint ([www.vistaprint.com.au](http://www.vistaprint.com.au)) is brilliant for business cards at reasonable prices. You can get them single or double sided, on all sorts of paper, recycled if you want, gloss or matte. 500 cards usually costs me around \$45 or so)

## Now, what sort of things are important to put on your flyer and letter?

**Your books! *OF COURSE!*** Now, you don't necessarily need to have had a book published to do school visits, but it sure helps (*There's more on this in Section 7*). If you **have** had books published, list some or show the covers, especially on the flyer, and mention any awards, etc they've won.

**What are you going to do?** Talks? Workshops? Writing? Drawing? Reading? Give a very brief rundown, using great words like ... interactive, entertaining, unique, educational, inspiring, engaging. You know what schools are after from the section on **What Schools Want**. Use those words in your letter and flyer to show you will deliver.

**Information on you!** This may be in point form on the flyer, but can be expanded on in the letter.

**Your costs** (*on the flyer*).

**Contact details.** Either yours or your agents, or both. Make it as easy as possible for schools to be able to book you. You'll notice on my flyer I give **my** details. This is because if I am doing the work, the booking should come through me and not the agent.

## HOMEWORK

**Create a flyer and letter.** The ones I used to get many of my school visits are on the next pages. The prices have been updated since!

Programs you can use include Powerpoint, Publisher (*where my flyer was designed*), InDesign or others you may know and love using.

# FRONT



**ADAM WALLACE**

- author

- cartoonist

## FUN AND INTERACTIVE WORKSHOPS

### CARTOONING

Watch as students become confident cartoonists, inspired by Adam's unique approach to **cartooning** and **character creation**.

### WRITING

Students will learn simple techniques to **create and organise story ideas** and **unlock their inner comic**.

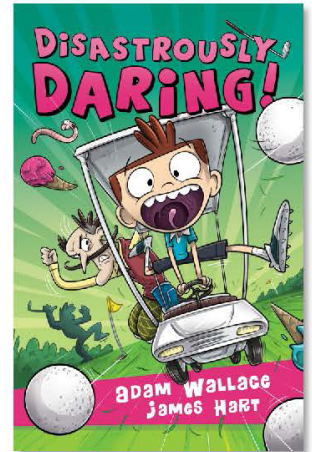
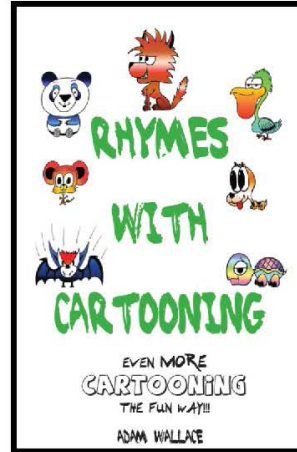
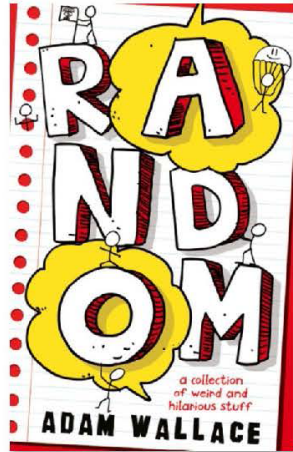
All workshops suitable for **Prep to Grade 6**.  
**Maximum FOUR sessions per day.**

**Up to 100 students per session.**  
More information at [www.adam-wallace-books.com](http://www.adam-wallace-books.com)





# BACK

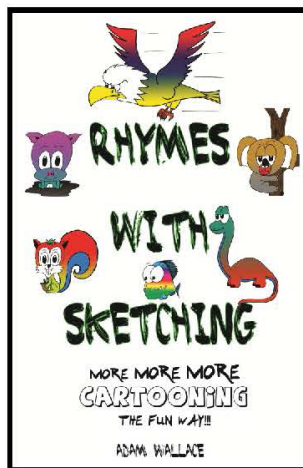
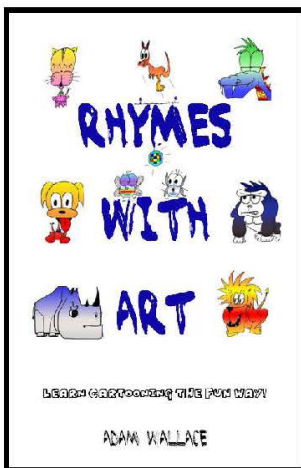


## WORKSHOPS

ONE session	\$250 plus GST
TWO sessions	\$440 plus GST
THREE - FOUR sessions	\$550 plus GST

When Adam visits, he will give your school a set of his books **FREE** of charge!!

**Disastrously Daring**  
features on the **Victorian  
Premier's Reading  
Challenge List**



**For bookings,  
contact Adam Wallace:**  
**0432 720 450**  
**wally@adam-wallace-books.com**





6/155 Lower Heidelberg Rd  
IVANHOE EAST VIC 3079  
Australia

Phone: 0432 720 450

E-mail: [wally@adam-wallace-books.com](mailto:wally@adam-wallace-books.com)

Website [www.adam-wallace-books.com](http://www.adam-wallace-books.com)

Hello! My name is Adam Wallace. I am a New York Times Bestselling children's author and cartoonist based in Melbourne. I have had 45 books published and have done over 300 school and library visits.

Thank you so much for taking the time to open this package. In it you will find **information about my school visits and workshops** and **a copy of my latest how to draw book, *Rhymes With Sketching***, for your school. These how to draw books are my most popular, and have been enjoyed by children right through primary school.

If, as part of your planning, you are interested in booking an author/cartoonist visit in 2018 or 2019, I would love to be a part of that! My interactive workshops make writing and drawing fun and achievable, and build the confidence of students in a short period of time.

**Please note that any bookings made for Term 4, 2018, or Term 1, 2019, will receive \$50 off the booking fee.**

Thanks again for your time, and please do get in touch if you'd like to find out more. All the contact details can be found at the top of this letter.

There is also more information on myself, my books, and my school visits at [www.adam-wallace-books.com](http://www.adam-wallace-books.com)

Have a fantastic day!

Yours sincerely

**Adam Wallace**



# SECTION 7



## THINGS TO THINK ABOUT

# THINGS TO THINK ABOUT

## 1. TALK OR WORKSHOP?

It's totally up to you! I've done both over time and have now settled on a **mix of the two**. Whatever you do though, **MAKE IT INTERACTIVE!!!!**

Kids of any age (*heck, people of any age*), can get restless when someone is talking at them for an hour. Get the kids involved. Whether it be contributing to stories, drawing, writing, suggesting ideas, asking questions, whatever it is get them doing **SOMETHING! Regularly!**

### Sample of one of my sessions

1. Introduce myself and say what we will be doing.
2. Talk about one of my books and a writing technique I used (*ie Taking a true story and exaggerating it*). Use this to get the kids creating stories verbally, which allows me to do it with all age levels.
3. Repeat Step 2 with other techniques as many times as time permits.
4. Do drawing warm up exercises.
5. Draw a character from one of my books.
6. Questions if time. There is very rarely time.

I also have rhyming exercises, story planning exercises (see **Appendix A**), comedy writing exercises and more that I can call on depending on what the school might be after.

\*\*\*One thing to note is that if you just have a talk on your career, process, etc, it is much more difficult to get repeat visits to a school, as they may assume it will just be the same thing again. Having many different activities can allow for may repeat visits.\*\*\*

## HOMEWORK

Would you rather give a talk or a workshop? Write down why.

## 2. SHOULD YOU USE TECHNOLOGY?

Again, up to you. I don't use tech. At all. This is partly because I know it can pack up and not work. But also I love being hands on when I write, and so I like my sessions to be the same. But that is totally a personal preference. If you feel comfortable using technology and know how to use interactive whiteboards, etc, then go for it!

***BUT***, and it's a big but (*hahahaha, big butt ... sorry*), if you use technology ... **MAKE SURE YOU HAVE BACKUP EXERCISES IF THE TECH FAILS!!! BECAUSE AT SOME STAGE IT WILL!!!!**

## HOMework

Write down the tech you are comfortable using, and what you can do with it (ie videos, powerpoint presentations, interactive whiteboards, live drawing, etc)

## 3. SHOULD THERE BE A TEACHER IN THE ROOM?

Yes, yes and **YES!!!!** Always. I have been told it is a legal requirement.

## 4. HOW MANY ACTIVITIES SHOULD YOU HAVE PREPARED?

As many as possible! That sounds weird, but seriously, as many as you can. You never really know how much interaction you're going to get from the kids. You may get one suggestion or you may get 50, so an activity may take one minute or ten!

The best advice I can give is to have a large repertoire of activities that you can throw in and out of your sessions. The benefit of this is it also allows you to do sessions of any length. Having six ~10 minute activities makes it easy to do a 30 minute or two hour session, as you have the activities to cover that!

# **HOMEWORK**

**What are three things you could do as part of a talk?** (*Make sure at least one of them is interactive!*)

**What are three things you could do as part of a workshop?** (*Hint: Schools/teachers love organising ideas and sizzling starts!*)

**Whether a talk or a workshop, find three parts of your book(s) that would be great read aloud sections.**

If possible ... memorise them! This is a simple but **VERY** effective tool.

## 5. I DON'T HAVE A BOOK, WHAT DO I DO?

You can still do amazing presentations! Test your work, talk about your writing, read other authors' books and discuss them, create stories, so many options!

### **HOMEWORK**

Write down five things you could do in a session (test work, writing process, etc).

What are three children's books you love that you can discuss with the children? How can you use those to create writing exercises?

## 6. CROWD CONTROL

Keeping the crowd noise at a level that is okay for you is very important. It can be super stressful if the noise gets too loud.

There are many different methods of keeping kids quiet, and schools employ many of them. I do a countdown, 3 ... 2 ... 1 ... eyes this way. Or 3 ... 2 ... 1 ... next step. Or 3 ... 2 ... 1 ... **SHUT UP BEFORE I LOSE MY MIND!** One of those.

Schools use lots of different methods. **One very successful way to control the crowd is to ask the school/teachers/one of the kids what to do if you want quiet.** Then use that! The kids will be especially excited to let you know.

**It's good to get this sorted at the start so everyone knows where they stand and what to do.**

Here are a few of the methods I've seen in schools.

**The clap.** You clap a rhythm, they clap it back, and everything goes quiet. Works well!

**Waterfall ... shhhhhhhhhhhhh.**

**Hand up in the air.** Kids do the same.

**Hands on head.** Hands on shoulders. Hands on nose. Etc etc.

I've also seen authors with air horns, and authors who walk out if it gets too noisy!

## HOMework

Do you know any methods to quieten down a crowd of children? If so, write them down!

If not, ask your teacher/author friends what they do. Write down some options here.



## 7. WATCH OTHER AUTHORS

If possible, go and watch some other authors in action. It's not always possible to do this live, but some authors post videos of their workshops online.

But live is so much better, especially if you can get to see a few different authors in action, and especially especially if they have quite different styles. My presentations totally changed after seeing Andy Griffiths do a session. He was so interactive, something I didn't do at the time. I incorporated that and things went up to a whole new level.

## HOMework

List any authors you know who do school visits, especially if they are friends of yours. Then contact them and ask if they would mind you sitting in and watching a session. I don't know if they will or not, and they may say no, but that's fine! If it's not at a school, writing festivals are a great way to see lots of authors in action. (Kids BookFest is a brilliant one, and there will be CBCA and SCBWI events as well)

No go? Don't know any authors? Well get out there and get to know some by going to launches and talks. Also go to **BONUS SECTION 2** on **Page 81** and we will look at a way you can see me doing a school visit, or at least get to chat about school visits together.

## 8. BE YOU!

After all this, after you have watched other authors and spoken to teachers, in the end be **YOU**. Being authentic around children is massively important. If it isn't you to jump around and make weird noises and be silly, don't do it. You can try, but don't try to fool the kids. Many authors give calm, quiet talks and have the children just as engaged as those who can't sit still.

So never forget who **YOU** are and what **YOUR** strengths and weaknesses are. Learn from other authors, but be **YOU**. Be interactive in your way, tell stories in your way.

But also never forget that in the end it's not about you at all. **It's about giving the children the best damn presentation or workshop they have ever had.**

Keep that as your goal, and you will be okay.

\*\*\* Derek Sivers talks about this on the Tim Ferriss podcast. He describes how when he was a circus ringmaster, he was so concerned about how **he** looked, and in the end the thing that made his presentations better was forgetting about that and focusing on giving the audience **the best show possible**. The whole interview is actually amazing, has so much gold, and can be found at

**<https://tim.blog/?s=derek+sivers>**

(all episodes with Derek are great, the one I am talking about here is #125)

## HOMEWORK

**What are your strengths as a writer/illustrator/presenter/person?** Write down 5 of your strengths and how each could help you in a school visit.

ie I love making children laugh. This helps engage children and builds connection.

**What are your weaknesses a writer/illustrator/presenter/person?** Write down 5 of your weaknesses (*and this is just for you, you don't have to show anyone*) and an action step you can take to improve it.

ie Poor projection of your voice? Buy a microphone. Or take singing/acting lessons.

## 9. SIGNING AUTOGRAPHS

This is something some authors get frustrated at. Children thrusting bits of paper or books or bags or faces at them to get a signature. Let me remind you of one thing.

***IT'S NOT ABOUT YOU!***

***WE DO THIS FOR THE KIDS!***

Maybe some of the kids will lose or throw out or forget that you signed a bit of paper. But guess what? Yes, it sounds corny, but if one child keeps that scrap of paper and sticks it in their book and looks at it every day, you have done your job. And trust me, this has happened, and it is very rarely one child. It is more often most children.

Think about when you were a child. Imagine you go up to someone, you're a bit starstruck, you ask for a signature ... and they say no. Imagine how you'd feel, then multiply this by ten, and imagine that is not even how the kids who ask you for an autograph will feel.

***THEN SIGN THOSE PIECES OF PAPER!***

Just don't sign arms or hands unless given permission by a teacher. Some of us learned that the hard way ...

## 10. SHOULD YOU LET THE CHILDREN SHARE THEIR WORK IN A WORKSHOP?

Yes. Definitely. Once again, the more interactive your session is the better. And these children are putting themselves out there, and they deserve to be heard. Whether it's holding up pictures, reading their work, whatever, it will thrill them!

Another benefit of letting the children share is that if they are funny, you will be funnier. I can't give a scientific reason to back this up, but trust me. I was doing the same jokes before and after my sessions became more interactive, and the laughs increased exponentially once the kids were contributing as well.

## 11. SHOULD YOU DO A READING?

It is definitely worth doing a reading! Especially if the children don't know your books. And read it **WITH ENERGY!!!!!!!!!!!!!!!!!!!!!! A bad reading is worse than no reading at all.**

This is your chance to showcase you and your book. If you read in a monotone, well, you know ...that will suck. You are there to inspire kids and to get them excited about reading and writing and books, and if you blah blah your book out there, well, as I said, that will suck.

Practise your reading, in front of friends, family, children you don't know, the mirror, whatever. Practise voices and emphasis and anything else that makes your reading entertaining.

### TIP

Memorise your book (if a picture book) or a section of your book (if it's a chapter book). This may sound daunting, but you'll be able to do it. No doubt. Read it out loud over and over and before you even realise it, you will know it without looking. This blows the kids' minds!!!!

### TIP

Pauses are gold when you do a reading. Read a section leading to a punchline or dramatic moment, pause, let the tension build, look at the kids, and then read it. Trust me. This will amplify the effect more than you can imagine.

## HOMEWORK

Find sections in your books you would love to read. Read them out loud and read them out loud and practise them out loud and practise them out loud over and over and over. Use pauses and page turns for dramatic effect. Try things. If they work, great. If not, it can't be helped!

## 12. WHAT'S YOUR ICE-BREAKER?

What do I mean by this? Have something that breaks the ice. It can be as simple as a smile and chatting to the children, asking them questions. Or it can be more out there. I wear pants I have drawn pictures on, and odd shoes. I know other people who juggle as the kids come in, some have an image up on the board, some are drawing as the kids come in, some have props, and some wear a costume. But having an ice-breaker will straight away give you an edge in your session.

### **HOMEWORK**

What's your quick in? A simple thing you can do to break the ice with the kids even before the session starts. Clothes? A skill? A character? Props? Or just sitting quietly and smiling? Anything!



## SECTION 8



**CREATE A SCHOOL VISIT  
WORKSHOP!!!**

# IT IS TIME. TIME TO CREATE A SCHOOL VISIT PLAN!!!

Okay. So you know your strengths and weaknesses and you've thought about the sorts of activities you might do in a talk and/or workshop. You've seen other authors present (*or are going to organise that ... yes?*), and you have an idea of who you will be in a session.

Now it's time to plan a session ... or two ... or three ... or twenty!

We'll do a basic plan, but you can then use that to expand and work out all sorts of things you can do.

On the next page is a template, and you can also download it (*it's with the Ice-Breaker video **AND** in APPENDIX B video section*), so you can create all the plans you need!

So let's go!



# SCHOOL VISIT WORKSHOP TEMPLATE

(1 hour workshop - can be adapted)

THE BEGINNING - AS THE KIDS, OR YOU, WALK IN

WHAT'S YOUR ICE-BREAKER?

THE FIRST 5-10 MINUTES

## INTRODUCE YOURSELF AND YOUR BOOK(S)/DO A READING

List 5 things about you, related to your writing, you could talk about (ie awards, books done, how long you've been writing, what you like writing, books you like, your inspirations, whatever) ...

List the book(s) you would talk about if your session was tomorrow!

What section(s) of your book(s) would you read?

THE NEXT TEN MINUTES

INTRODUCE THE ACTIVITY, PERHAPS HOW IT RELATES TO YOUR WRITING, AND DO THE EXERCISE AS A GROUP (at least once)

On the next page, write down **THREE** possible activities, how you will do them as a group, and how long they may take to run through. You can take the activities **STRAIGHT** from **Page 46** if you want!

**Example:** One I do is Storyboarding. A process where the children fill in columns of a storyboard with characters, locations, skills and situations, putting **at least 5** in each column. Time = 10-15 minutes, depending on group size (See example in **Appendix A**)

**EXERCISE 1:**

**EXERCISE 2:**

**EXERCISE 3:**

## THE NEXT 10-15 MINUTES

### THE CHILDREN DO THE EXERCISE INDIVIDUALLY OR IN GROUPS

There will always be children who finish early (*and children who don't finish at all!*). Try and create exercises that are open, so they can try and break records. You'll notice I said **at least** 5 in each column. We/They can do 20 if they are fast, and tell them what the record is (*even if you make it up!*).

**What will you do while the children are working?** Write down a few thoughts.  
(ie walk around and read work, chat to kids)

**What if there are children who aren't focused?** How will you keep/get them back on track? Extension exercises are one option for quicker kids (*Don't be afraid to utilise the teacher here*).

## THE NEXT TEN MINUTES

### REGATHER THE CHILDREN AND LET THEM SHARE THEIR WORK

You have to be a little careful here, as children can get restless after they have shared. 10 minutes is plenty! (*Even if not everyone gets to share, they can do it later in class*). This section may be quicker if you have done drawing.

## THE NEXT TEN MINUTES (*if you have it!*)

### QUESTION TIME!

This can also be done at the start if they have questions prepared (*Which can be a great ice-breaker!*) Common questions are on the next page ... write down your thoughts/answers, and don't be afraid to have fun with it, say joke answers first, etc.

When did you write your first book? *(if you can show them your first book, even if it was written as a kid, that's awesome!)*

How many books have you written?

What's your favourite book that's not yours?

Are you married?

Who is/was your inspiration?

Why did you get into writing?

How old are you? *(I like to make them guess! You'll get some whacky answers, but being mock offended is a great way to respond!)*

## THE LAST COUPLE OF MINUTES

**THANK THE CHILDREN, RUN THROUGH YOUR ORDER FORMS IF YOU'RE HANDING THEM OUT, PACK UP IF NEEDED, SIGN AUTOGRAPHS.**

You'll notice that the times add up to around 50-55 minutes. An hour session is **NEVER** an hour session!!! There is settling time at the start, moving from the floor to tables, packing up and leaving at the end, and other stuff that comes up too!

Be prepared to be flexible and adaptable!

But if you **DO** finish early for some reason (*no questions, fast sharing, etc*), have back-ups ready to fill in the time!

These could include:

**SIGN AUTOGRAPHS!!!** This shouldn't even be a back-up, it should be a definite! This can also take a while in a big group. Do it anyway!

**Do another reading.**

**Do another quick activity, even if it is as a group.**

**Get more kids to share if they missed out.**

**Ask questions of the kids!**

**Write down some other back-ups you could employ.**

And that's it! You've done it! You've created the basic building blocks of your workshop session!

Things will change and it is always fluid, but you have this to fall back on any time you need to.

## **HOMEWORK**

***DO MORE TEMPLATES!!!*** Don't be scared to change the format either, work the times and order to what you prefer. This is a base, a starting point for you to play with!







## SECTION 9

**WWC?**

**ABN?**

**DATE?**

**SECTION 9**

**TIME?**

**WHAT YOU MUST DO  
BEFORE YOUR VISIT!!!**

# YOU HAVE A VISIT! NOW WHAT?

You have a visit booked! That's awesome! Now there are some things you need to do before your visit! Let's find out what they are!

**1. CONFIRM** the date, start and finish time, number of sessions and your fee in writing with the school. Then put it in your calendar and diary and brain and anywhere else you can think of.

**2. MAKE SURE you have a current Working With Children Card.** Yes. Make sure you **HAVE** a Working With Children card. This is **A MUST!** To apply for one in your state in Australia, Google your state and working with children check (*so in NSW, for example, you would search for NSW working with children check*). This works in every state and territory. I checked. It was fun!

**3. GET AN ABN** (*if you don't already have one. You don't need two. That's just greedy*). Here's the thing though. If you don't have an ABN the school will be required to tax you at the highest rate, which I believe is 48%!!! The website address is long, Google Australian Business Number and it will come up.

Okay! I actually did a bit of research **after** I did the video for this and you **DO** need an ABN, this is a good article about it ...

<https://lawpath.com.au/blog/do-you-need-an-abn-to-invoice>

**4. CREATE AN INVOICE to give the school.** You can download a version of mine in the download section. There is also an example on this very page!

## HOMework

**Get an ABN**, if you don't have one.

**Get a Working With Children card**, if you don't have one.

**Create an invoice**, if you don't have one.

**Get a Maserati**, if you don't have one.

Here's what one of my invoices looks like!



**KRUEGER WALLACE PRESS**

**ABN 31 260 817 318**

**TAX INVOICE**

2/68 Lincoln Rd, CROYDON VIC 3136

Email : [wally@adam-wallace-books.com](mailto:wally@adam-wallace-books.com)

Phone : 0432 720 450

[www.adam-wallace-books.com](http://www.adam-wallace-books.com)

**INVOICE TO:** Fancy Pants P.S.  
**PURCHASE ORDER NUMBER:**

**INVOICE No.** 845  
**INVOICE DATE** 11/1/2020

Qty	Presentation/Workshop	Sub Total	GST	Total
		(\$)	(\$)	(\$)
1	One Session	600.00	60.00	660.00

**Sub Total \$ 600.00**

**GST \$ 60.00**

**Total \$ 660.00**

**Terms:** STRICTLY NET 30 DAYS

**Bank Details:** Account Name: Adam Wallace

**BSB:** 111 – 111

**Account Number:** 1111111111

Mine has GST on it, but that is obviously only necessary if you are claiming GST.

## EXTRA TIPS FOR THE DAY/NIGHT BEFORE

1. Make sure you have plenty of petrol in your car!
2. Make sure you have enough order forms printed if you are doing order forms! If you're not doing order forms, why are you printing them?
3. Get your snacks and drinks ready. Take **PLENTY** of water!
4. Check travel time to the school at the time you will be leaving! And plan to arrive early. It's way better to get there early and get a coffee or sit in the staffroom rather than racing in and getting stressed because you're late.
5. I always carry some Panadol, anti-histamines and throat lozenges. Just in case.
6. If you're drawing on paper or writing on the board, make sure you have textas that work or some spares with you. If you're using tech, run through it a couple of times and make sure it's running smoothly.



# SECTION 10



## TIPS FOR IN THE ROOM

# WHILE YOU ARE IN THE ROOM

Here are a few little tips/things to think about while you're actually **IN** the session.

## 1. Aim your session at the kids who are loving it, not the kid who looks like this ...



There will always be at least one of these kids, no matter how much you're doing an awesome presentation. My mistake early was to target that kid, determined to get him into the session. But this ignores all the kids who **ARE** into your session! Focus on giving **THEM** the best session ever! Bored kid will come along, and if he/she/they doesn't, who cares! They miss out!

**2. Should you let the teachers get involved?** Sometimes teachers will cut in and discipline the kids. That's fine, they know them, but if they are taking over your session too much it is fine to ask them to ease up a little. If you do drawing or writing with the kids and the teachers do it too, that is awesome!

**3. How will teachers act in your session?** I have had teachers fully involved, drawing and contributing. I have had teachers asking me questions. I have had teachers talking up the back and totally disrupting the session. I have had teachers do all sorts of things. 99% of them have been amazing, and the ones who aren't you can either talk to them about it, or you can press on.

**4. Should you use a microphone?** I don't, but I have discovered lately that if you're doing a large group, a microphone is very handy to get the kids quietened easily. It does also protect your voice, and is a great help if your projection is poor.

**5. Have your fallbacks.** If your first ten minute thing is floundering, move to the next thing early! If my talk on writing is bombing, I get into drawing and make that longer!

**6. Sip lots of water as you present.** Keep that throat lubricated so it stays healthy and you don't sound like a 98 year old smoker.







# SECTION 11



**YOU DID IT!**  
**TIME TO SUM IT ALL UP!**

# YOU DID IT! TIME TO SUM THIS ALL UP!

Okay, we've done lots! Let's sum up! There's a checklist for you to complete on the next page, but basically, now we know why you want to do school visits, how to get school visits, how to sell books at your visits, you have planned a session or sessions, and you know how much you're going to charge.

And other stuff too, but it's all in the checklist!

So check the list and check the list! Circle or highlight the ones you've done, then get to doing the rest!

## REPEAT AFTER ME - I HAVE ...

A list of contacts I can take advantage of, I mean use, I mean utilise to get school visits.

A list of schools to approach for either practice sessions or for a real, live visit

A list of authors you can see do a session

An ABN

A Working With Children card

A list of strengths and weaknesses

An order form (*if I am going to do pre-orders or orders on the day*)

Books (*yours or someone else's*) that will lead into activities

Ideas for activities/talks/workshops

**AT LEAST** one, no, two, no, **FOUR** session templates!

Quietenng techniques (*even if that means you will ask the school*)

An invoice

A bottle of water



**BONUS  
SECTION  
ONE**

**WOOOOOO HOOOOOO!!!**

# BONUS SECTION 1

Being an author is the best, and presenting to children in schools or libraries or at festivals is amazing and awesome and fun and incredible. But perhaps it doesn't feel like you. Many writers are introverted, and being in front of a crowd feels terrifying and draining.

So here are a few tips and tricks that have been incredible for me in helping me overcome my shyness and fear of speaking in front of five people, let alone 700!

## 1. Do an Improvised Comedy Course

Yes, it says Comedy, but this doesn't mean you can't do this if you write serious books, and you don't want to be funny in your talks. To this I have two things to say.

**a)** even if you write serious books and want to do serious talks, if you can incorporate some humour, it will increase the effectiveness of your talks no end.

**b)** Improvised Comedy Courses aren't all about being funny. They are about overcoming blockages you have, overcoming fear of failure, learning to fail spectacularly, having fun, finding your creativity and inner child, making connections, improving your listening (*which is more important in a presentation than you may imagine*), finding your truth, and so much more.

If you are in Australia, I very highly recommend Impro Melbourne ([www.impromelbourne.com.au](http://www.impromelbourne.com.au)) or the Improv Conspiracy ([www.improvconspiracy.com](http://www.improvconspiracy.com)). I have done courses with both, and while they are very different, I learnt and continue to learn so much from them. The best thing is they don't only help with presenting, they have transformed my writing.

Wherever you are, whatever state in Australia, or whatever country you're in, there will be impro courses. Take one. It will change your life.

I wrote an article I wrote with James Hart, the amazing illustrator, on the experience we had at Impro Melbourne. You can find it in [www.impromelbourne.com.au/blog/2019/08/fun-and-games](http://www.impromelbourne.com.au/blog/2019/08/fun-and-games)

## 2. Do a Stand Up Comedy/Clowning/Physical Acting/Public Speaking/Anything Course

I haven't done any of these, but know other top authors who have, and they have said they were invaluable. It may seem like these are not relevant to you, but they take you out of your comfort zone, and they will improve your writing. No doubt.

## 3. Take Singing/Voice lessons

Your voice will get strained. It's inevitable, especially at the beginning of your school visit journey, but also during super busy periods, like Book Month. Singing and voice lessons will help your breathing, projection and more.

**Bonus tip!** If/When your voice gets strained, helpful remedies are: Spoonfuls of Manuka honey, Hot water with Manuka Honey and lemon (*and brandy!*) in it, pineapple juice, Betadine gargle.

## 4. Read this book

### *The Artist's Way by Julia Cameron.*

This book has changed my life. Twice. I completed it when I was starting out, and again in around 2012 when I was struggling and didn't know why. The morning pages alone changed everything.

In short ... we all have creativity inside us, but we have barriers and blockades that prevent us accessing it. This book breaks down those barriers so we can thrive in our creativity, in work and life.

## 5. Other books that have helped me/my writing/my presentations

This is a totally personal list, but I have definitely found them super helpful. Not all of them will strike gold with you, but there are books out there that will.

**Bruce Lee** - Anything philosophical he's written. Articles or books (Two books I recommend are **Bruce Lee: Artist of Life**, and **The Warrior Within**). This guy. He's amazing. One of his essays contains an opening that freed me and released me into my writing and presentations.

*"I will write what I will write. If it touches and connects with you, that's beautiful. If not, well, it can't be helped."*

Your books and your talks won't strike gold with every kid ... **AND THAT'S OKAY!** This quote is also very Impro. Do it, if it works, great, if not, oh well, go again!

**Harpo Speaks by Harpo Marx** - This is my **ALL-TIME** favourite book. If I could recommend any book for you to read to help your writing and presenting, it would be this book. I have read it at least 5 times, and it's a big book! But Harpo's (*and his brothers*) attitudes to life are life-changing, or were for me at least. Work and work and work and work on your craft, but never ever stop looking for the fun. You **have to have fun**, even in the work.

**Stargirl by Jerry Spinelli** - Similar to Harpo Speaks, this is not a self-help book, but it is. If I could be more like Stargirl I would be more like me. She is wonderful, and sets a brilliant example on how to live a brilliant life. And the writing is exquisite!

**Read far and wide** - fiction, philosophy, personal development, screenwriting, psychology, persuasion, dog training, anything. Any genre of book will help you. A book on philosophy (I recommend **Consolations of Philosophy by Alain de Botton**) can change your viewpoints. A book on dog training can help you control children. It's all worthwhile. Read, read, read!

## 6. Some more Bruce Lee quotes ... man, I love this guy!

*"Knowing is not enough, we must apply. Willing is not enough, we must do."*

I don't need to explain this one. Wanting to do school visits and actually doing school visits are two totally different things, especially for your bank balance. So get out there and get it done!

***“Empty your mind. Be formless, shapeless like water. Now you put water into a cup, it becomes the cup. You put water into a bottle, it becomes the bottle. You put water in a teapot, it becomes the teapot. Now water can flow or it can crash. Be water, my friend.”***

When you're presenting, things will happen that you don't plan. Children react differently every time. Technology won't work. You will forget the section of your book you memorised. Things won't always go to plan, and you must be adaptable and comfortable in the changes. Flow with the session. Live in the chaos. Have fun in the session!

***“I am not in the world to live up to your expectations, and you are not in it to live up to mine.”***

Yep. And kids will act how kids will act, so go with it and have ***FUN!!!***

***“I will write what I will write. If it touches and connects with you, that's beautiful. If not, well, it can't be helped.”***

This quote changed my writing life. Forever. And it is also really helpful in presenting. Not every kid or teacher will like your sessions. It's impossible. But as long as you are authentically you and you are presenting with the intention of your why, that's all you can do.



**BONUS  
SECTION  
TWO**

**YAAAAAAAAAAAAAAAAAY!!!**

# BONUS SECTION 2

## WATCH ME DO A SCHOOL VISIT!!!!

If you're in Victoria, and would like to watch me do a session, either at a school or a library or wherever, and discuss it afterwards, I would love to have you along and am sure we can work out a time and date that you can attend. Libraries are obviously more open, but schools are generally okay with me bringing someone in to watch.

You will need to have your **Working With Children** check, though! That is a must and if you've come this far in the course you should have it anyway!

If you can't make it, or if you aren't in Victoria, or Australia, or Earth, let's organise a coffee catch up or a Skype or Zoom or Facebook call to chat about all things school visits. I would put up a video of me doing a session but privacy laws are so tight I don't know how easy that would be.

So ... email me at **wally@adam-wallace-books.com** to work out a time to either accompany me on a visit or sort out a chat/catch up time.

You can also email at any time with any questions you have about the course, and I will do my best to fill in the gaps.

But for now, we're done! Thanks so much for joining me on this journey. I really, truly hope that the course has helped you with your school visit goals. It is the best thing ever, being in this industry, and the energy you will receive from children will send your inspiration, creativity and excitement through the roof.

Enjoy the journey into school visits, and embrace the randomness that comes with it!

Good luck, have fun, and remember, always be **YOU!**

Adam Wallace

# APPENDIX A

MAIN CHARACTER	SKILL/POWER	NEMESIS	LOCATION	SITUATION
Bob	Eyeball spit	Elmo	Hawaii	Hawks are eating people
Jonesy	Laser fingers	Dr Dumbhead	Under the water	No chocolate
Poo Poo Head	Power farts	Lou Lou	In the sewer	There are only 6 dwarves
Smarty Bum	Jumpy Shoes	Principal	Up your bum	No toilet paper
Super Duper Man	Static electricity	Tennis racquet	At school	A cat chases a mouse up a tree

# STORYBOARDING



MAIN CHARACTER	SKILL/POWER	NEMESIS	LOCATION	SITUATION
Bob	Eyeball spit	Elmo	Hawaii	Hawks are eating people
Jonesy	Laser fingers	Dr Dumbhead	Under the water	No chocolate
Poo Poo Head	Power farts	Lou Lou	In the sewer	There are only 6 dwarves
Smarty Bum	Jumpy Shoes	Principal	Up your bum	No toilet paper
Super Duper Man	Static electricity	Tennis racquet	At school	A cat chases a mouse up a tree

Then you can simply mix and match to create thousands of simple storyline skeletons, by writing under 50 words! It's great for kids who are reluctant writers to really achieve something wonderful! So let's see what one storyline might be!

MAIN CHARACTER	SKILL/POWER	NEMESIS	LOCATION	SITUATION
Bob	Eyeball spit	Elmo	Hawaii	Hawks are eating people
Jonesy	Laser fingers	Dr Dumbhead	Under the water	No chocolate
Poo Poo Head	Power farts	Lou Lou	In the sewer	There are only 6 dwarves
Smarty Bum	Jumpy Shoes	Principal	Up your bum	No toilet paper
Super Duper Man	Static electricity	Tennis racquet	At school	A cat chases a mouse up a tree



# APPENDIX B



**WHERE ON EARTH ARE THE  
RESOURCES?**

# RESOURCE ALLOCATION LOCATION!

**OKAY!** We have done it all and you're at the end ... but just in case you missed downloading some of the good stuff, you can check out where to get it here!

**THE WORKBOOK:** Soooooooo ... if you're reading this, you have most likely downloaded the workbook! If not, the link is in the first section, **Introduction to the Course**, and also the second section, **Introduction to MEEEEEE!**

**BLANK ORDER FORM FOR YOU TO USE:** This one is in the **Book Sales** section of the videos. Yep. That's where you'll find it!

**BLANK INVOICE FOR YOU TO USE:** You're gunna find this example invoice in the **Things You Must Do** section. It's right there waiting for you.

**WORKSHOP CREATION TEMPLATE:** If you've filled out the workshop template and want to do more, well, that's awesome! You can **download the template in the Section 8, Lecture 1** bit ... the one about the ice-breaker.

**LINK TO THE DEREK SIVERS INTERVIEWS:** That one is in the workbook on **Page 50**, and it's also in the text in the **Things to Think About** section, **Lecture 8, Be YOU!** Also, it's  
<https://tim.blog/?s=derek+sivers>

Then, to make it even easier, **ALL** the downloads are in a separate **APPENDIX B** section at the **end of the videos in the course**.

Right. I think that was all the things there were for you to download. If there's more ... I hope you find them, I'm sure they're really great!

And now, then end is here. Once again, thank you. It's been a privilege for me to create this, and I can't wait to see you out on the school circuit!



# APPENDIX C

## APPENDIX REMOVAL

**IT WAS HERE! I SWEAR!**



