**Setting B, Thursday 16th November, 2017, Fieldnotes of Researcher 2**

***Lights for houses***

Today was a repeat of the 7th November, in that the focus was to enable children to create their own lights for their model houses.

I asked John to explain how he had developed the template for the light stand. He reminded me that I had initially been resistant to the kits, as I had been anxious about removing creativity and innovation from the activity. However, John explained that he had designed the kit so that children could experiment if they chose to do so, but that there were constraints built into the design, so that the battery could only be inserted in one way, and so on. Having watched children create their lights using the kits, I agreed that they had been successful. They had enabled children to successfully create a circuit and learn about the ways in which element needed to be connected, which may not have occurred had they had to spent a lot of time and energy in devising their own base for their light.

A teaching assistant supported the children in addition to John today. She followed carefully the photo sequence that Anna had produced. I also helped out now and again. The activities continued to attract girls. Again, deep concentration and focus was exhibited when making the circuits. The majority of adult support was focused on some of the fine co-ordination skills needed to stick on tape, LEDs etc. There needed to be a lot of ‘squidging’ - John’s word, which described perfectly what needed to happen when wood, copper tape and LEDs needed to be pressed together in order to ensure the circuit was complete. The children showed great delight when the circuit worked, and the bulbs lit up.

I worked with some children to create green screen films of their model houses, once they had completed their lights. The children took photographs of the houses, and then created films using dolls, who floated in and around the houses. I introduced the children to the app ‘Green Screen by Do Ink.’ They were able to complete the relevant operations to make the films, such as taking photographs and films, and trimming the length of the shots, but the concept of the green screen was challenging. The children were more easily able to understand the concept of animation, as they created animated films using the app ‘IMotion.’ Some children, such as Colleen and Amy, were so engaged in the activity that they wanted to create multiple films. The characters in their houses included Elsa from Frozen, and ghosts.