**Setting C, Tuesday 24th April, 2018, Fieldnotes of Researcher 2**

Moona, the Finnish parent of one of the children in the class, worked with a group of four children to prepare a video call that had been arranged with a Finnish nursery class. The children thought of different questions to ask the children about the Moomins, and Finnish culture. Moona taught them some key facts about Finland and about Tove Jansson, the author of the Moomin books, and introduced them to some Finnish words.

The children were very excited when the video call began, which was conducted over WhatsApp. The children spent around 20 minutes talking to each other about school life. Moona reported that the Finnish children were surprised by the fact that the English children wore school uniforms, had long school days and had to complete homework. The Finnish nursery was located near the sea and the children only attended for a few hours a day. The call offered a valuable means of the class becoming familiar with Finnish culture. Moona then continued this work in the classroom, but talking to the whole class about Finland, its history and its literature, including the Moomin stories.

Children then came to work with the MakEY team in the library. They were sent in groups to work on activities that the school had identified they wished to undertake. The first activity was the creation of shoe box puppet theatres using laser cut Moomin characters that the children had drawn.

John, the maker, had laser cut the characters in his workshop, based on drawings produced by the children. Even though some of the drawings were quite detailed and delicate, he had managed to capture this level of detail in the laser cuts. I had asked John again (as I had requested in Setting B) to film himself cutting out the forms, but he had not been able to do this. Therefore we could show the children a picture of a laser cutter and show an image of the characters being cut on it, but it was not possible to share a moving image of this. This would obviously have been preferable but, nonetheless, the children did get a sense of how the process was undertaken.

As they made the theatres, children learned about circuits in a discussion of the lighting backdrops used in their shoeboxes (which were fairy lights from a pound shop). The children used a hot glue gun to glue their laser-cut characters to wooden dowels, and these became the key protagonists in their plays. The children were very focused throughout this activity, and took great care and pride in the production of their theatres.

The Go-pro cameras proved attractive to the class, and the children enjoyed wearing them throughout this activity.

Prior to the project, the children had also made clay models of the Moomins. The models were scanned into the app Qlone, and became 3D digital figures. These were then exported to .stl files, which enabled the models to be 3D printed. The children were fascinated by the 3D print versions, even though they had not seen the 3d print versions being produced (they had been completed prior to the project starting this week). We used both the clay and 3D printed models to create animated films of Moomin adventures, and the children noted that whilst the clay models crumbled at times, the 3D printed versions did not. I introduced the children to the app iMotion, which they soon became competent at using to create their films.