

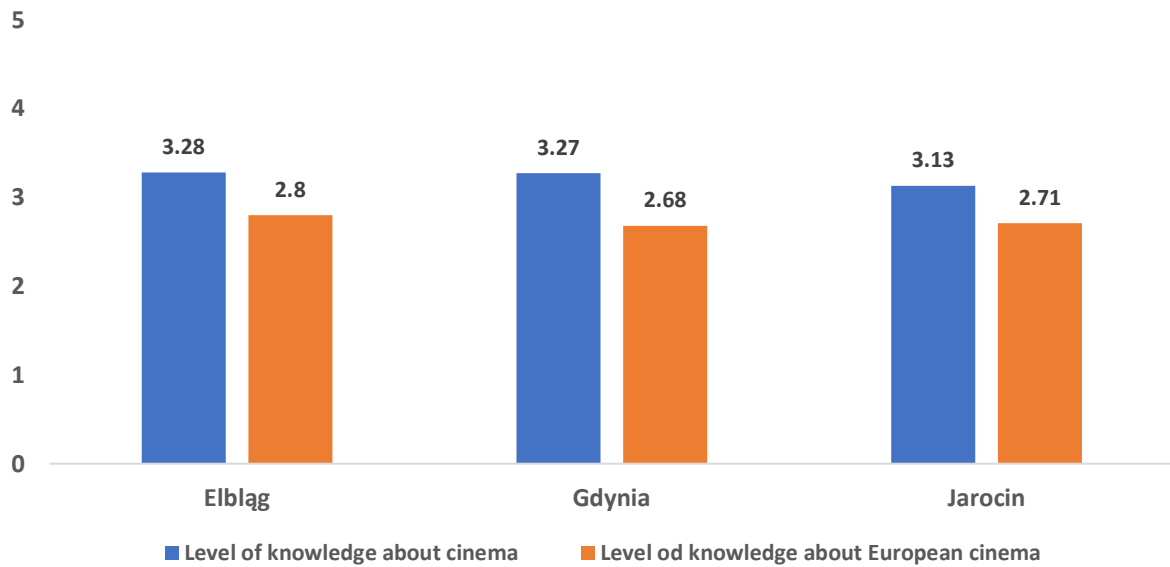
A report after the 2nd stage of research “Cinema Open to youngsters”

The second stage of the research conducted within the “Cinema open to youngsters” project included the following research methods: (1) questionnaires on knowledge and approach to films, (2) questionnaires on impressions after watching a film, (3) short audio or video accounts of conversations with students, and (4) reports prepared by educators on the basis of conducted workshops. In individual cases (cinemas, school groups), reports were not available. In the following stages of the project, it is advisable to apply an ongoing monitoring of indicators that are relevant for the project activities.

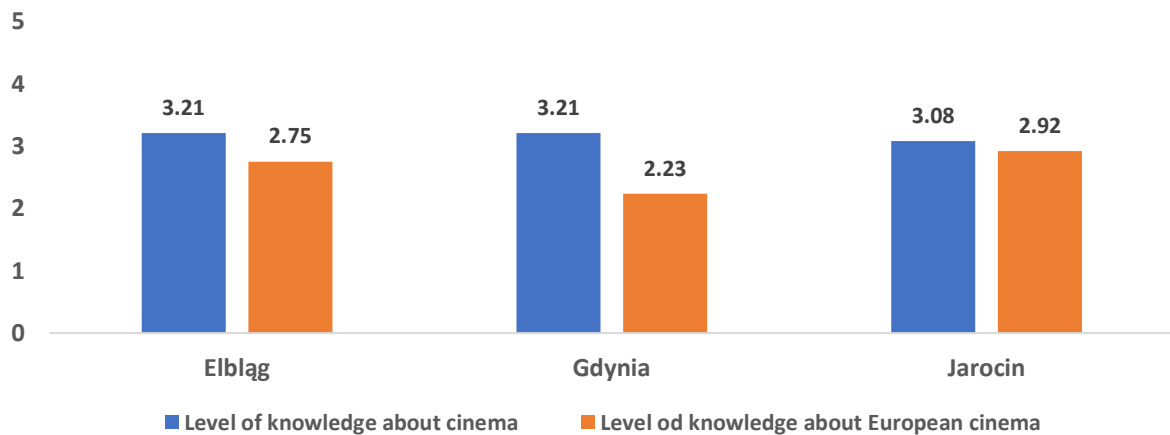
Stage 2	RESEARCH CONDUCTED AMONG PROJECT PARTICIPANTS				
	Questionnaire after the film	Short account of conversations with students (audio / video)	Questionnaire on knowledge and approach to films	Report prepared by educator on the basis of conducted workshops	Ongoing coordinators monitoring
Elbląg 1	YES	YES	YES	PARTIAL	NO
Elbląg 2	YES	YES	YES	PARTIAL	NO
Elbląg 3	YES	YES	YES	NO	NO
Gdynia 1	YES	YES	YES	NO	NO
Gdynia 2	YES	YES	YES	YES	NO
Gdynia 3	YES	NO	YES	YES	NO
Jarocin 1	YES	NO	YES	YES	NO
Jarocin 2	YES	YES	YES	YES	NO
Jarocin 3	YES	YES	YES	YES	NO

Students answered questions in the questionnaire concerning their level of knowledge and their approach to films. Their level of knowledge about cinema (including European cinema) is average. Regardless of the age group, in which the research was conducted, the results are clustered around the “3” value, which designates an average value (the answer „neither high nor low” level of knowledge on the scale 1-5). To a limited extent, results may vary according to the city participating in the project. There is a slightly higher level of knowledge on cinema in general than on European cinema, although this tendency is applied mostly to high school students. In Elbląg, the youth even declared that they know more about films produced in Europe than about cinema in general. The declared average level of knowledge about cinema constitutes a great starting point for educators’ work in order to achieve better results at the end of the project.

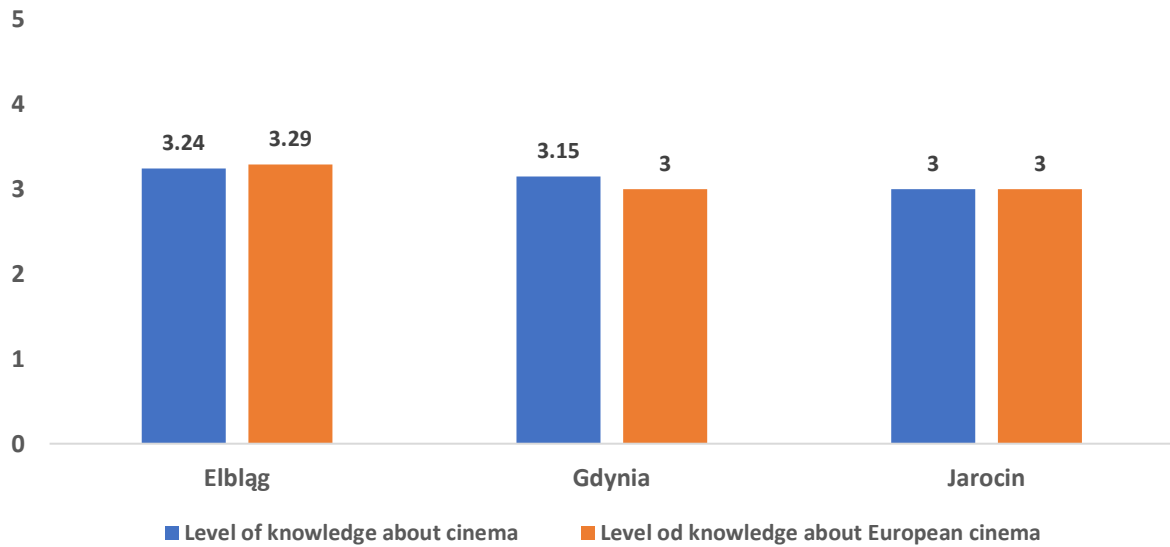
Level of knowledge on cinema (including European cinema) in the group consisting of younger classes from primary schools



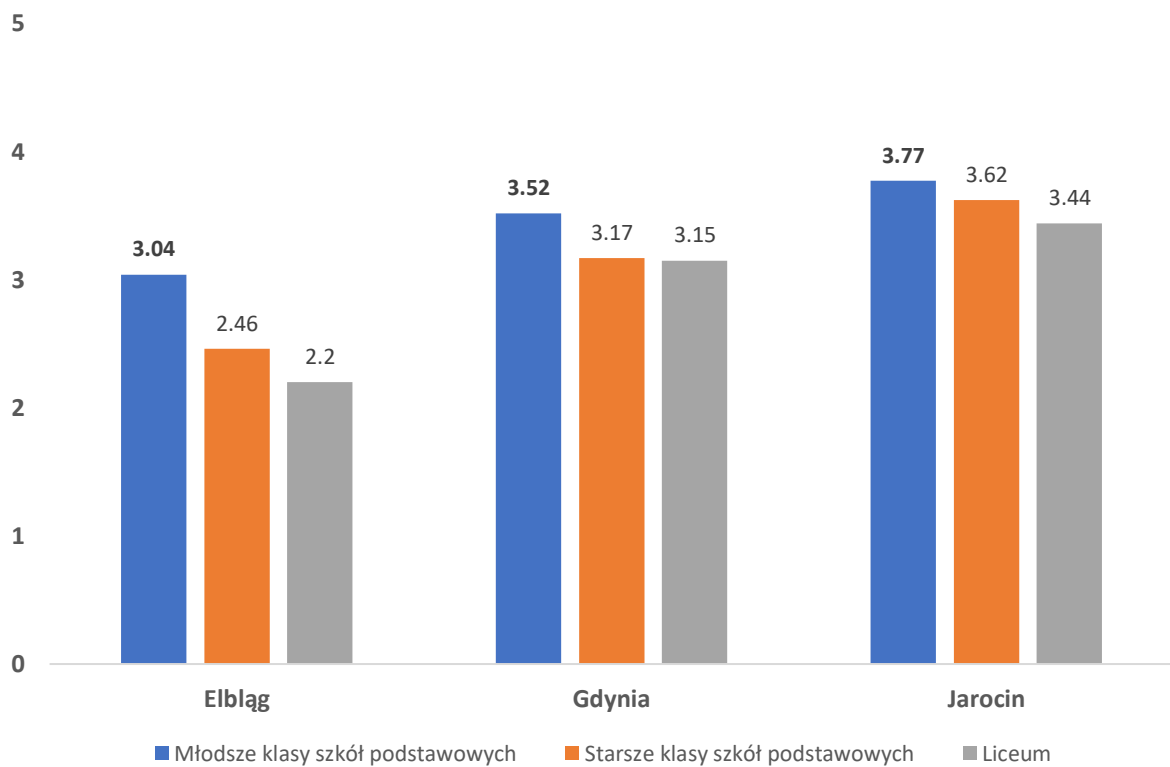
Level of knowledge on cinema (including European cinema) in the group consisting of older classes from primary schools



Level of knowledge on cinema (including European cinema) in the group consisting of older classes from primary schools



The sense of influence on cinema repertoire in all groups of students

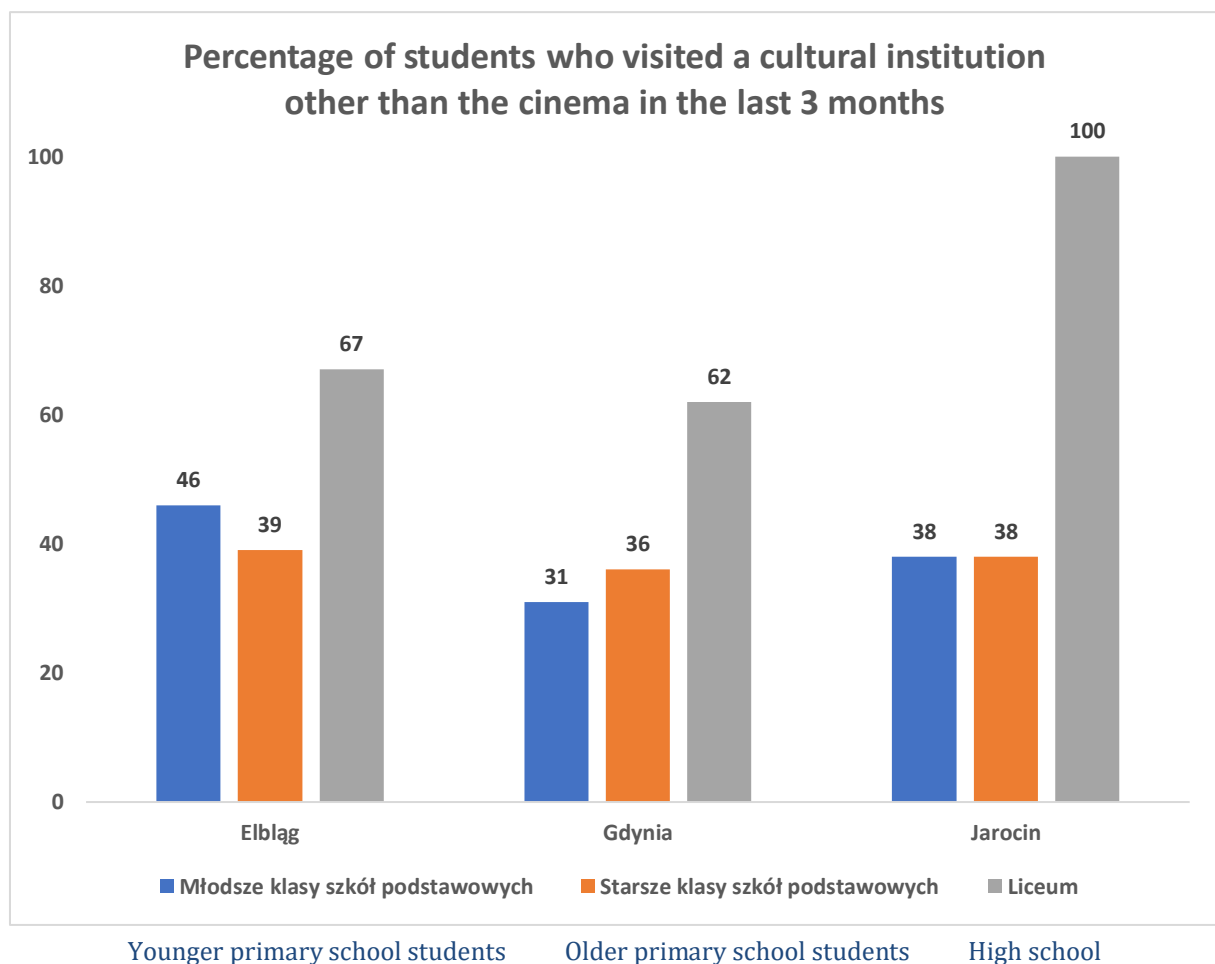


Younger primary school students

Older primary school students

High school

Very interesting data concern the influence on cinema repertoire in different student groups. It turns out that the older the students are, the more critically they assess the possibility of their having influence on the played repertoire. It is advisable to examine this aspect at the stage of group interviews finishing the project as it is difficult to clearly indicate what is the reason of such an output. This tendency occurs in all cinemas participating in the project, but is the most visible in Elbląg. The strongest sense of influence on the played repertoire occurs among children and youth from Jarocin. Also this aspect is advisable to be further examined in the next stage of qualitative research conducted at the end of the project. The average score of the sense of influence on the played repertoire oscillates around the value of 3 on a scale of 1-5. Therefore, it is average, although there are large differences between individual groups - 3.77 among 10-year-olds from Jarocin and 2.2 among high school students from Elbląg.



Equally interesting are the data on the percentage of students who visited a cultural institution other than the cinema in the last 3 months. It is clear that high school students are much more active participants in institutional cultural life. In Jarocin, all students declared to visit cultural institutions other than the cinema. These rates are also high in Elbląg and Gdynia, but they range between 60 and 70%. Young people from primary schools are less likely to be active in institutional life. On average, visits to a cultural institution other than the cinema were

recorded by approx. 35-40% of the respondents. There is a risk that some children did not understand the question about what a cultural institution is, however, the wording of the question was as simple as possible. There is a risk that some children did not understand the question about what a cultural institution is, while the formula in which it was asked was as simple as possible. These data are probable, i.e. high school students have a greater opportunity to undertake outdoor activities on their own, or they are more interested in participating in the life of theatres or museums. Perhaps the differences also result from other factors, e.g. from the fact that trips to cultural institutions are organized more often in secondary schools, or there is pressure from the community to engage in such activities. Interestingly, the lowest indicators in each age group were recorded in Gdynia. If the score is the lowest (compared to groups of the same age) in all three classes, one can speak of a particular urban tendency. And at the same time, pose further questions to be developed in further stages of the research process. Access to cultural institutions in Gdynia seems good. It is therefore not entirely clear why participation rates are lowest in this particular city.

By far the most visited types of institutions are theatres and museums. Occasionally, young people also visit exhibitions (de facto most often held in gallery spaces), libraries, art galleries, philharmonics and community centres. It should be emphasized that some students indicated that they visited an institution during the period covered by the research, but did not specify what kind of institution it was.

Institutions	Frequency of indications
Theater	33
Museum	25
Exhibition	4
Library	4
Art gallery	3
Philharmonic	1
Community centres	1

By far the most popular director among children and teenagers is Tim Burton. The frequency of indications for this director is 4 times higher than for the next in the ranking, George Lucas. More than one indication also falls on Quentin Tarantino and Kevin Feige, the latter being a producer, not a director. The phenomenon of Tim Burton's popularity is a fairly clear recommendation that it is worth formulating an offer for young audiences based on the director's work. However, it should also be emphasized that out of all 169 questionnaires collected, only 45 proposed film directors. One person indicated two favorite directors, which means that as many as 74% of students did not indicate their favorite director. Lack of

indications is primarily the domain of the youngest students. Among the 10-year-olds from Elbląg, not a single person indicated their favorite director.

Favourite director	Frequency of indications
Tim Burton	20
George Lucas	5
Quentin Tarantino	3
Kevin Feige [producer]	2
Bracia Russo	1
David Heyman [producer]	1
Francis Ford Coppola	1
Ilona Łepkowska	1
James Cameron	1
Jon Favreau	1
Kenny Ortega	1
Maciej Kawulski	1
Noppharnach Chaiwimol	1
Patryk Vega	1
David Fincher	1
Sam Raimi	1
Sergio Leone	1
Stan Lee [producer]	1
Taiki Waititi	1

The list of favourite actors is long and counts as many as 52 items (105 indications in total), including such original ones as Michael Jackson and Zbigniew Stonoga. At the top of the list is Dwayne "The Rock" Johnson, indicated by 13 youngsters. Slightly fewer indications fell on Emma Watson and Tom Holland. Millie Bobby Brown, Johnny Depp and Jenna Ortega are also popular actors. Interestingly, there are only 5 Poles on the list, and only Tomasz Ziętek was indicated as the favorite by more than 1 person (two). The list is dominated by action movie stars and protagonists of youth cinema.

Favourite actor	Frequency of indications
Dwayne "The Rock" Johnson	13
Emma Watson	10
Tom Holland	10
Millie Bobby Brown	7
Johnny Depp	5

Jenna Ortega	4
Angelina Jolie	2
Evan Peters	2
Henry Cavill	2
Helena Bonham Carter	2
Brad Pitt	2
Peter Bryant	2
Robert Downey Jr.	2
Timothee Chalamet	2
Zendaya	2
Tomasz Ziętek	2
Aaron Paul	1
Adam Sandler	1
Aidan Turner	1
Dove Cameron	1
Ariana Grande	1
Arnold Schwarzenegger	1
Benedict Cumberbatch	1
Chris Hemsworth	1
Cillian Murphy	1
Daniel Radcliffe	1
Gaten Matarazzo	1
Ellen Pompeo	1
Emma Mackey	1
Giancarlo Esposito	1
Natalie Portman	1
Jean Reno	1
Sandra Bullock	1
Jennifer Aniston	1
Kamil Wodka	1
Keanu Reeves	1
Kristen Stewart	1
Martina Stoessel	1
Mason Thames	1
Michael Jackson	1
Norman Reedus	1
Park Bo-Young	1
Park Jae-chan	1
Ryan Reynolds	1
Sebastian Fabijański	1
Sylvester Stallone	1
Tobey Maguire	1

Tom Cruise	1
Tom Hanks	1
Tomasz Skrzypniak	1
William Hurt	1
Zbigniew Stonoga	1

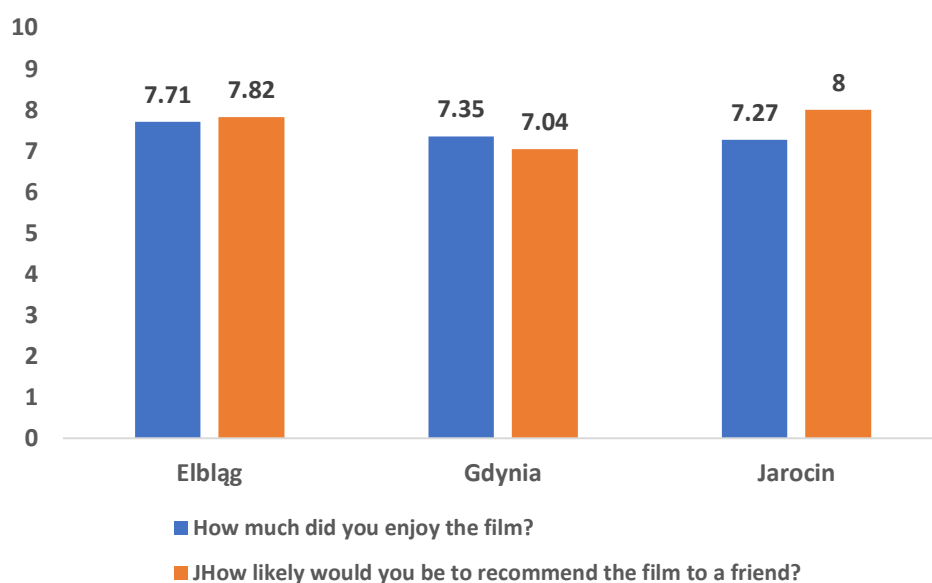
The list of favorite film characters of young viewers is even longer. Harry Potter is by far the most frequently indicated, but Spiderman / Peter Parker, Shrek, Enola Holmes, Wednesday Adams, Ironman, Sherlock Holmes, Dobby, Joker and Coraline are also popular. A total of 62 characters were indicated 119 times.

Favourite film character	Frequency of indications
Harry Potter	17
Spiderman / Peter Parker	9
Shrek	8
Enola Holmes	7
Wednesday Adams	5
Ironman	4
Joker	3
Coraline	3
Sherlock Holmes	3
Dobby	3
Batman	2
Daryl Dixon	2
Deadpool	2
Hermiona Granger	2
James Bond	2
Minions	2
Peppa Pig	2
Anakin Skywalker	1
Baby Yoda	1
Bane	1
iCarly series characters	1
Ed Warren	1
Eleven	1
Elsa	1
Forrest Gump	1
Groot	1
Hannah Montana	1
Jack Sparrow	1
Mr Bean	1

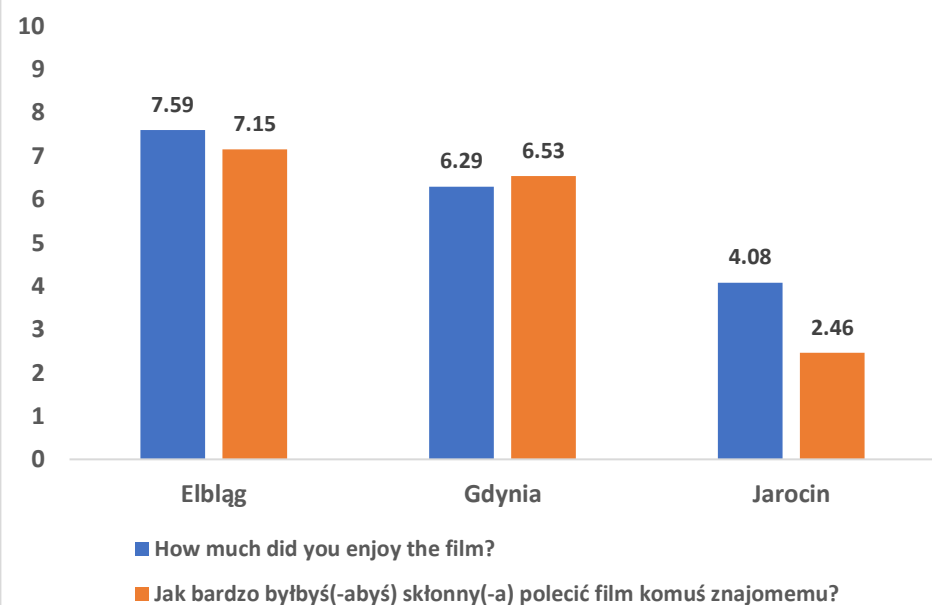
Jesse Pinkman	1
John Keating	1
Hatter	1
Kate Sharma-Bridgerton	1
Katsuki Bakugo	1
Kili (Hobbit)	1
Lara Croft	1
Lou Miller	1
Luke Skywalker	1
Mandalorian	1
Marty McFly	1
Mathilda (Leon: the Professional)	1
Meredith Grey	1
Nathan Drake	1
Nymphadora Tonks	1
Nina Sayers	1
Olaf (Frozen)	1
Donkey (Shrek)	1
Papa Smurf	1
Ratatouille	1
Rocky	1
Smurfette	1
Szymek (Plac zabaw)	1
Thor	1
Toga	1
Tommy Shelby	1
Tyler Durden	1
Vito Corleone	1
Walter White	1

In the 2nd stage of the project, the students watched two films – “Strijder” and “Full time”. The first one was watched by children from primary schools, and the second by high school students. When asked how much the students liked the film, the youngest students gave the highest marks. The results oscillated between 7 and 8 points (on a scale of 1-10). The same was true when asked if students would recommend the film to a friend. There are also no significant differences between students in terms of the city where the research is carried out. Among older pupils from primary schools, numbers of given points are lower. While the recipients in Elbląg rated the film (in both categories of recommendations) above 7, in Gdynia the ratings were in the range of 6-7, and in Jarocin they were much lower - 4.08 for individual preferences and 2.46 for the tendency to recommend.

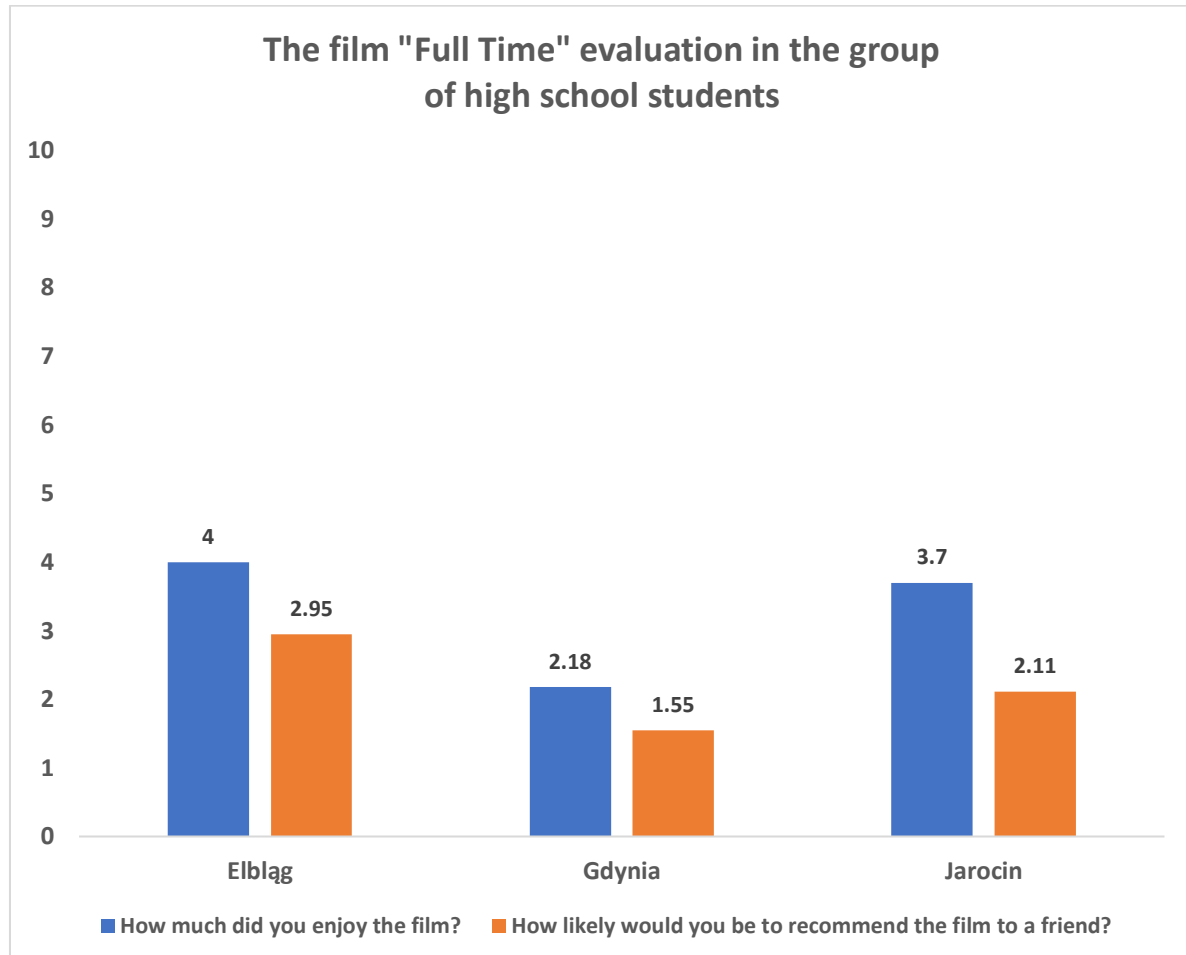
The film "Strjider" evaluation in the group of younger primary school students



The film "Strjider" evaluation in the group of older primary school students



The film "Full Time" was critically assessed by students. Values for "How much did you like the movie?" they range from 2.18 in Gdynia to 4 in Elbląg (scale 1-10). The ratings in the category of willingness to recommend the film to others are even lower (from 1.55 in Gdynia to 2.95 in Elbląg).



The film "Strjider" was described by young viewers as a film about football and football career on the one hand, and on the other - about how to deal with crisis situations. In the case of the main character, it was about patience and perseverance to be able to become a football player despite his physical disability. The value of the film, in the opinion of the viewers, was primarily that the main character was determined, had a set goal and wanted to follow his dreams. Such qualities of film history as not giving up, the importance of self-belief, helping each other and friendship were emphasized. The film presented the story of disability acceptance, motivation and mobilization to cope with difficulties. It also showed how difficult life can be for a person with a disability. However, the film's weaknesses were also pointed out. It was emphasized that it was chaotically directed, and therefore not fully understandable. The dubbing (too childish voice in relation to the character seen on the screen), irritating characters in the film and the relationship between the characters were critically assessed. Some students also did not like the fact that many scenes were sad, scenes with blood were shown on the screen, and

that the characters argued. It was also pointed out that the main character learned to live with a disability unnaturally quickly. The film was considered moderately inspiring. The students had not heard about the film before and generally showed no interest in seeking additional information about it after the screening.

"Full Time" turned out to be a film that generally did not appeal to a large part of the young audience. They found it dull, monotonous, devoid of action. Viewers were critical of the story presented in the film, considering it uninteresting and different from their life perspective. It was considered that the film presents the realistic side of life and daily routine, but at the same time leaves the viewer indifferent. It was emphasized that the ending of the film was underdeveloped, and many threads were not finished. The viewers also did not like the presentation of the sad aspects of the main character's life, the wrong choice of music and the harsh light in some scenes. One of the people suggested that the film should be a short film (several minutes long). Another suggested that the film should not be shown in cinemas, but on streaming platforms. In general, however, it was emphasized that the film's value was the realistic story, showing the hardships of a single mother's life and presenting the specifics of life in the era of rush. It allowed the youth to understand the main character's perspective and get to know the perspective of the problems of adult life. Among the positively assessed values of the film were the acting of the main actress, the way the relationship between the mother and the children was showed (including the organization of the birthday party) and the presentation of the reality of everyday life in France. It was even emphasized that the film is an emblematic form of criticism of late capitalism, in which one has to submit to others in the fight for decent living conditions. It was recognized that this is a film about the strength of the main character, about sacrifice, but also about the downfalls that can be experienced in life. The youth had not heard about the film prior to the screening. There was also no interest in searching for more information about him after the screening. One person indicated that her parents, interested in French films, would appreciate the film.