

A report after the 3rd stage of research “Cinema Open to Youngsters”

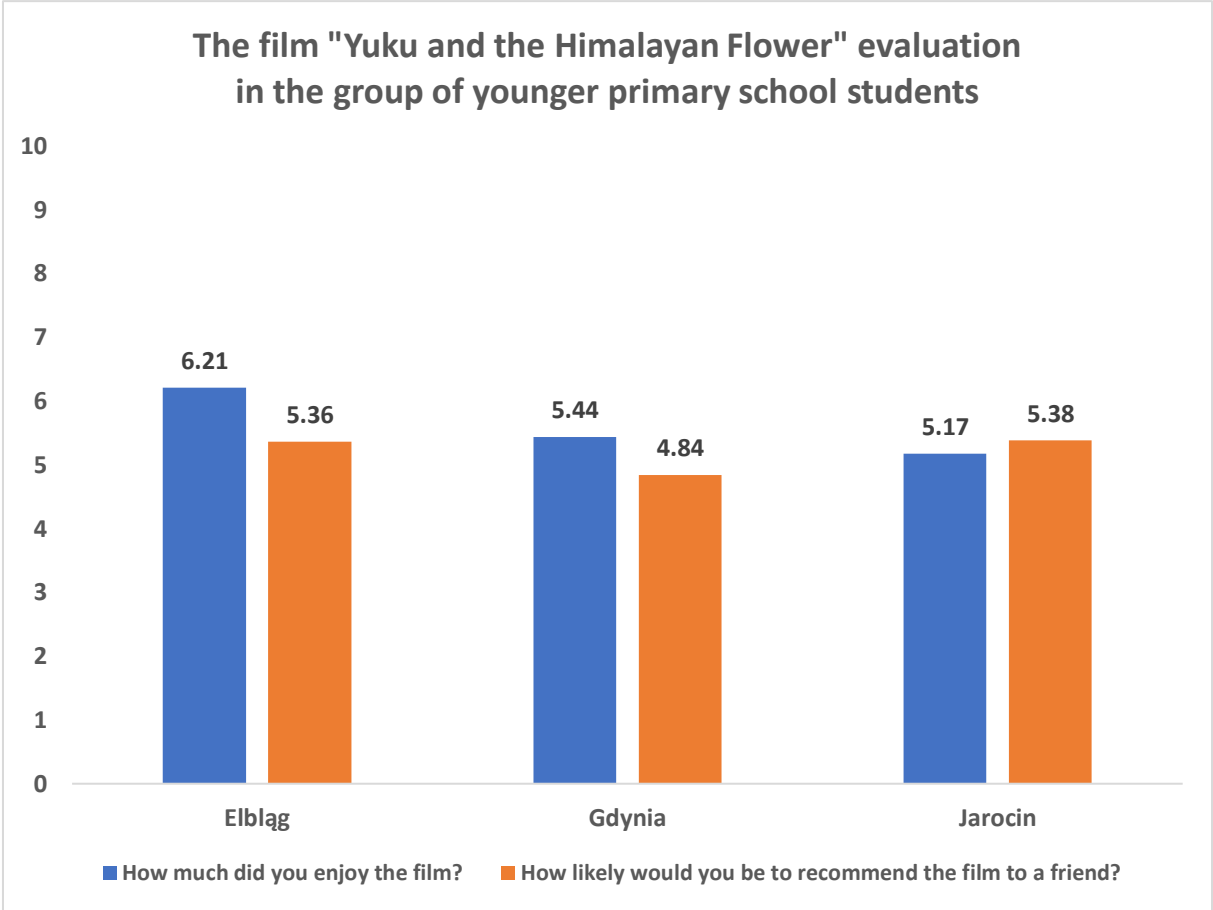
The third stage of the research conducted as part of the "Cinema Open to Youngsters" project involved the use of the following research techniques: (1) questionnaires on the impressions after watching the film, (2) short accounts of conversations with students, and (3) educators' reports based on conducted workshops. The analysis also used – as additional material – photos taken during meetings in cinemas. The table below shows the materials available for survey. It should be emphasized that the part of the reports recording the events in the participatory part of this project stage had a particular analytical value.

Stage 3	RESEARCH CONDUCTED AMONG PROJECT PARTICIPANTS		
	Questionnaire after the film	Short account of conversations with students (audio / video)	Report prepared by educator based on conducted workshops
Elbląg 1	YES	YES	YES
Elbląg 2	YES	NO	YES
Elbląg 3	YES	YES	TAK
Gdynia 1	YES	YES	YES
Gdynia 2	YES	YES	NO
Gdynia 3	YES	NO	YES
Jarocin 1	YES	YES	YES
Jarocin 2	YES	YES	YES
Jarocin 3	YES	YES	YES

In the 3rd stage of the project, the youth watched the following films: “Yuku and the Himalayan Flower” (children from the youngest classes), “Buster's World” (older primary school students), “And the Ship Sails On”, and “Triangle of Sadness” (high school classes).

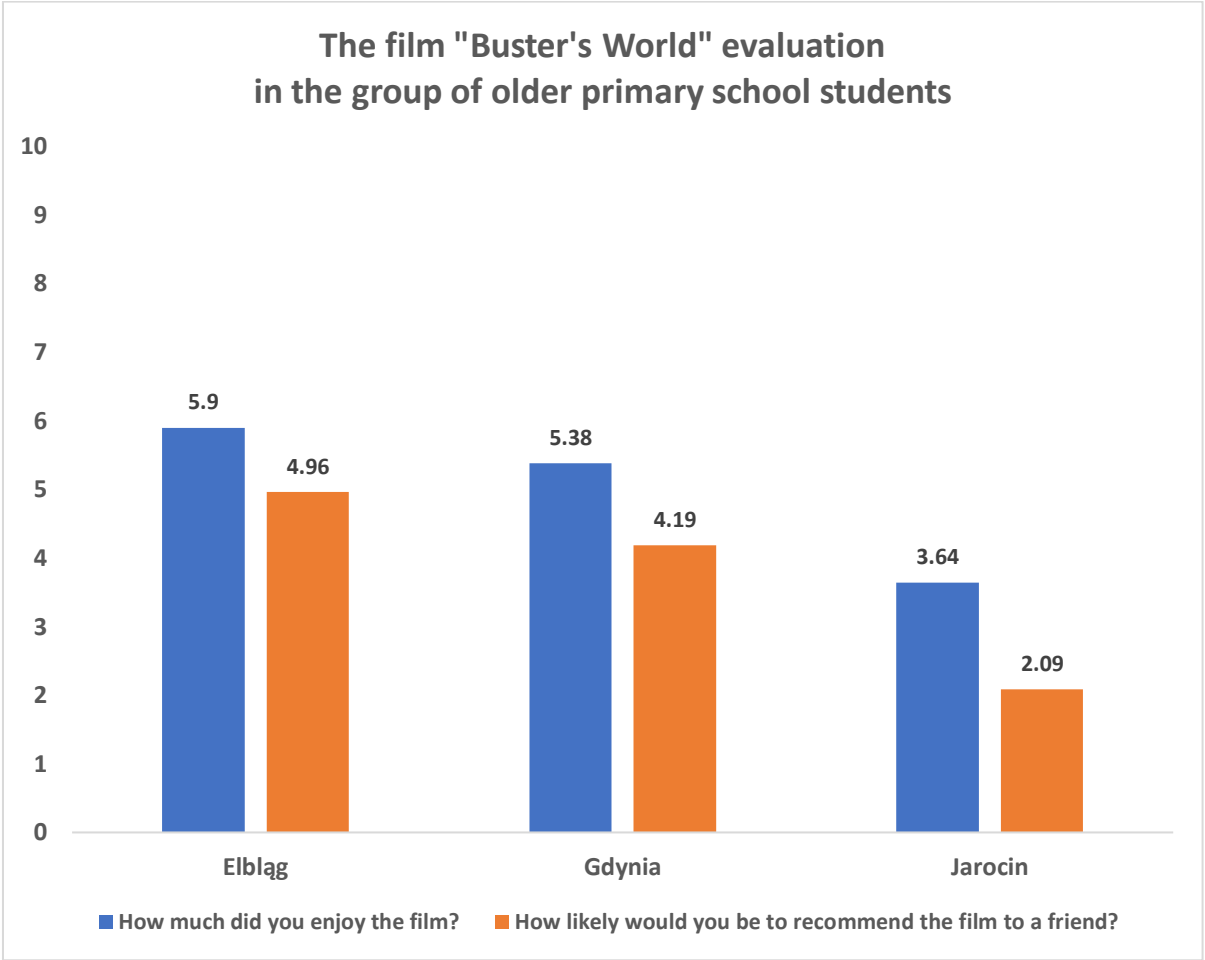
The film “Yuku and the Himalayan Flower” was rated average by the students. The children in Elbląg liked it the most. In each of the cities, however, the ratings of the film are close to the middle values on the scale, i.e. 5. The film is also perceived as average in terms of their willingness to recommend it to a wider audience, i.e. for screening in the cinema. It was emphasized that the film is aimed rather at a younger audience. While it was pointed out that the film is aesthetically pleasing, it was also suggested that there was too much music in it. Few students appreciated the genre of the film – as it was a musical. Perhaps the average ratings result from the fact that for many viewers the formula of the film was a novelty. The average grade is confirmed by additional data collected in the groups of students. On the one hand, they appreciated the unusual atmosphere, interesting characters and an engaging plot, but on the other hand, it was pointed out that the film did not appeal to the students' taste,

that it was not inspiring, and some people even said that during the screening, they fell asleep out of boredom (and that therefore, the film could be a bedtime story). For the students, it was also interesting why the filmmakers made some specific decisions regarding the depiction of main characters – for example, why a mouse in the film walks on two feet, or why characters’ ears were of unrealistic size. On the other hand, the educational value of the film was emphasized, i.e. the fact that such a modest hero as a mouse can achieve a lot, e.g. get the coveted flower in the high mountains. Some people paid attention to the attractive music (rabbit's rap seemed attractive), others liked the ending. One boy wanted the offer to be “unisex”, and another person did not like the “graphics”. Interestingly, the film was considered boring because it presented too many adventures. During one of the recordings, when asked about the country of production of the film, it was indicated that it was a European production.

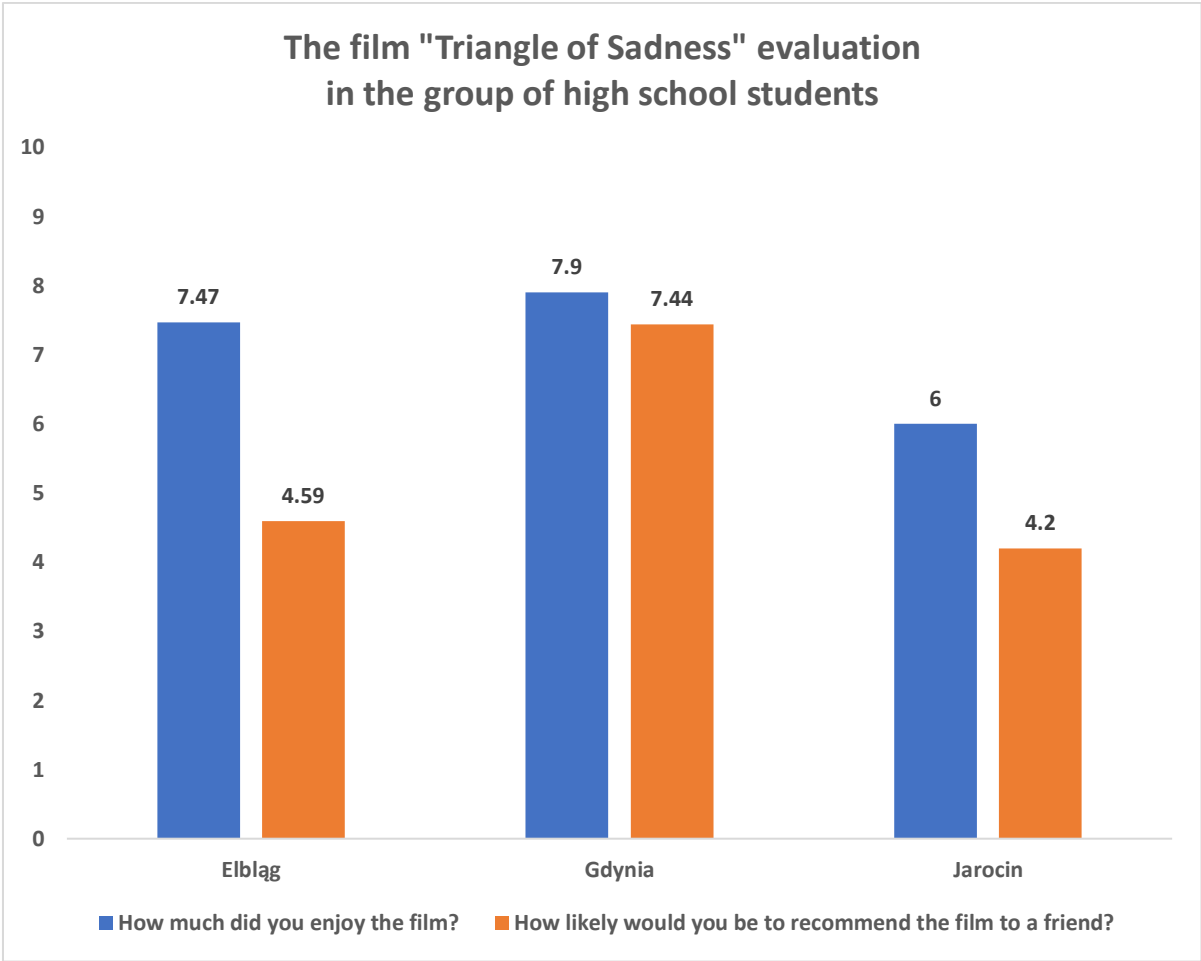


The film "Buster's World" was rated average by students in Elbląg and Gdynia and poorly by students in Jarocin. Individual preferences were clearly higher than the declared willingness to recommend films to friends. The sharp edge of criticism was directed primarily towards the question who the film is addressed to. It was pointed out that the production is "too childish" and the main character's behaviour is irritating (e.g. because of his naivety). It has been pointed out that the film has many threads that are not brought to an end, a "specific plot" that is unattractive. Dubbing was also criticized. One person even suggested that what she

liked most was that the movie ended. At the same time, the positive aspects of the film were also emphasized, such as interesting background plots (an old gentleman, a flower girl, a girl with disabilities). Some people liked how the main character does magic, and others were interested in what happened to the elderly man. The film was considered to be about the power of love and the importance of believing in yourself.



High school students in Elbląg and Gdynia highly appreciated the film "Triangle of Sadness". It received over 7 points on a scale of 1-10 when it comes to the question "How much did you like the film?". It received over 7 points on a scale of 1-10 in the question "How much did you like the movie?". Interestingly, while high school students in Gdynia would almost as willingly recommend a film to a wide audience, in Elbląg the value of this indicator is clearly lower (below 5). Lower grades were given by students in Jarocin, although in the case of this group a small number of responses were collected in the questionnaires (n=5). The viewers generally liked the film. An interesting plot, attractively changing scenery and "funny scenes" were emphasized. It has been suggested that "Triangle of Sadness" is the best film the students have seen so far within the project. Much attention was paid to the message devoted to the paradoxical nature of social structure - differences between social classes, problems related to role reversal, issues of social justice and the division between rich and poor. High school students saw the unmasking role of the plot; discovering who can be "useful" when money cannot provide the basic resources necessary for survival. It was also pointed out that "Triangle of Sadness" is a film about a love relationship that "starts slowly", which is why "at first you don't know what it's about". Viewers liked the ending, but were critical of the vomiting scene.



High school students watched also the film "And the Ship Sails On". In the questionnaire, students from Gdynia and Jarocin assessed it. Their grades are average (Gdynia) or low (Jarocin). In Jarocin, the prospect of recommending the film to friends was rated very low. However, there is a discrepancy in the case of this film. The data from the quantitative questions indicate that the film was not considered too attractive, but at the same time, its description is more positive than the data measured on scales 1-10 would suggest. The students pointed out numerous elements they liked about the film. The following were mentioned, among others: music, specific style of the film, actors' performance, selected scenes, and ending. Although the film was considered incomprehensible, and some said it was "meaningless" and overloaded with threads that were incomprehensible to the young viewer, students did remember some images after all. Descriptions of what the film was about often went beyond its literal dimension. It was pointed out that production concerns social inequalities and the class aspect of social life.

