

European Economic Area and Norwegian Financial Mechanism Measures 2014–2021

"Developing access to culture and strengthening cultural education"

Research of the project "Innovative reading promotion solutions for Lithuanian libraries for the development of social relations of children and youth with the environment"

Identification of reading skills and social relations issues of students of 5-8 grade



Kaunas, Klaipėda and Panevėžys regions, 2021

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I. Research methodology

The aim of the research: to find out the topics of interest to children / young people, the experiences of reading, computer games and the fields of social relations in which they face communication, self-knowledge, emotional or other challenges.

Target group: children / youth aged 10–15 years (grades 5–8) living in cities / towns and rural areas of Kaunas, Klaipėda and Panevėžys regions.

Research method: review of secondary data and electronic survey. An electronic survey link was sent to the project partners, the municipal public libraries, which collected data in their libraries or through local partners (teachers, NGOs, etc.).

Sample survey: 1099 children and young people from Kaunas (N-386), Klaipėda (N-354) and Panevėžys (N-359) regions participated in the survey.

Period of the research: collection of research data - in September-October 2021, analysis of research data and preparation of the report - in October-November 2021.

Abbreviations used in the text of the report:

Project – project “Innovative solutions for promoting the reading of Lithuanian libraries for the development of social relations of children and youth with the environment”.

Project research - research “Problems of reading skills and social relations of 5-8th grade students Identification.

Children / young people - children aged 10–15 (grades 5–8), young people, students.

KCPL - Kaunas County Public Library.

KLCPL - Klaipėda County I. Simonaitytė Public Library.

PCPL - Panevėžys County G. Petkevičaitė-Bitė Public Library.

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II. Overview of secondary data

During the pandemic period, there has been an increase in research analysing the physical and mental health of children and the dynamics of their social relationships in the face of a pandemic. This section will review several large-scale studies for 2020–2021 that meet the project objectives and can serve to better

understand the mental, physical, emotional health situation and relationship context of children and young people in Lithuania and contribute qualitatively to project activities - game development, education and training and compilation of thematic book collections.

1. Children in quarantine

In a large-scale interdisciplinary research study “Children in Quarantine”, researchers of Vilnius University analysed the threats and opportunities of remote learning and education from an ecosystem perspective. In this research, the target group relevant to the project was analysed - students in grades 5-8. The study examined the peculiarities of remote learning for students in grades 5-8 during the COVID-19 pandemic. Thus, the results of this study will be briefly discussed in this section.

The study showed that:

1. More than two-thirds of the children in a quantitative study would choose to attend school only, or at least in a mixed way, if possible. A smaller proportion of students, especially in upper grades, would choose remote learning as an attractive alternative. These students, by highlighting their improved emotional well-being and / or grades, are positive about their educational experience during quarantine.
2. The aspect of social inequality became apparent during distance education - children from families with social risk factors did not participate much in distance education. Pupils with low achievement, low learning motivation or special needs were also disadvantaged.
3. The deteriorating emotional state in the spring of 2021 was retrospectively stated by third of children, and almost as much about the decreased desire to learn. However, it is important to note that more than a quarter of adolescents reported improved relationships with parents, and nearly half of students reported improved learning outcomes.

The study identified the following topical issues for children and young people during the pandemic of distance learning:

- More children's visual disturbances, childhood obesity and overweight, more frequent headaches, poorer sleep quality.
- The amount of time a child spends on screens has increased. Children spend more time at the screens for entertainment purposes, the time spent at the screens did not become the same as before the quarantine, i.e. did not shorten.
- The number of children participating in non-formal education has decreased.
- Some children 's emotional well - being deteriorated.
- Children with special educational needs, behavioural, or emotional disorders who grow up in families at social risk are more vulnerable during a pandemic.
- There were gaps in the knowledge of children of all ages (primary school students - especially Lithuanian).
 - Motivation to learn decreased in children of all ages.
 - Children of all ages lacked self-directed learning skills.
 - Socialization of children has decreased - unmet needs for communication with peers and teachers.
 - Students lack the digital competencies needed for smooth learning and security in cyberspace.
 - Parents lack digital competence to ensure the child's learning and safety in cyberspace.
 - Parents lack the ability and / or ability to help their children to complete tasks.
 - Some children do not have suitable conditions for studying at home - there is a lack of learning space and learning tools.

- Parents do not have (do not know) opportunities to control their children's time on screen / online for learning and entertainment, are not interested in social media and platforms in which their children are actively involved.
- Tension and stress experienced by parents have emerged as a risk factor for poorer health and well-being of children.

2. Impact of the COVID-19 pandemic on children's mental health

Researchers Gabrielė Repšytė, Rūta Veitaitė and Jolanta Gasienė in their article on the impact of the COVID-19 pandemic on children's mental health discuss the results of research on the mental condition of children conducted in various countries and in Lithuania. This section will briefly present the findings and recommendations of this review.

The authors reviewed a number of international, national studies and secondary data that provided a summary of the most common problems and challenges facing children and adolescents:

- **Anxiety and depression.** During the pandemic and quarantine period, anxiety in children and adolescents was observed to increase significantly in five groups of anxiety disorders: withdrawal anxiety, social phobia, panic disorder, generalized anxiety, and fear of physical impairment in particular. Adolescents had higher levels of anxiety than younger children and girls had higher levels than boys. Lithuanian clinicians noticed that adolescent anxiety often manifested as somatic symptoms (tachycardia, dyspnea, tachypnea). In addition, the level of anxiety was directly related to the signs of depression, both of which were directly related to dependence on smartphones, the internet and the tendency to seek emotion-focused coping in problem situations rather than the tendency to seek specific solutions in such situations (problem-focused coping style).
- **Behavioural and attention disorders.** Several studies in the United States, Italy, China, and Bangladesh have revealed signs of difficulty concentrating, irritability, hyperactivity, and behavioural disorders in children following the introduction of quarantine restrictions. In contrast to anxiety or depressive disorders, signs of behavioural and attention disorders were more common in boys. Adequate physical activity was also found to be associated with a lower risk of hyperactivity. The use of computers and smartphones has increased during the pandemic, which is also a major contributor to the onset and exacerbation of hyperactivity and attention disorders in children.
- **Other disorders.** Younger children are more likely to experience regressive behaviour and externalized symptoms during a crisis, and adolescents often experience other problems in addition to the above-mentioned anxiety or depressive disorders: sleep disorders, difficulty communicating with peers, and confinement. The use of screens, phones and computers among children and adolescents has increased sharply during the pandemic. It has been found that excessive use of smartphones and the Internet very often not only causes the behavioural disorders already discussed, but also increases children's anxiety, leads to poorer learning outcomes and relationships. Screens and social networks lead to disturbances in sleep duration and quality, which can also contribute to the development of depression.

Risks:

- The risk of addiction to screens, phones and computers increased significantly during the pandemic.
- There is an increased risk of suicide in children and adolescents.

The teens identified the following topics that bothered them: fear of losing a loved one due to Covid-19 or getting sick, stress due to not being able to meet friends, or due to upcoming exams.

Recommendations: Most of the recommendations are aimed at strengthening the well-being of parents and families: information, strengthening emotional health and creating more favourable and safer socio-economic conditions for families.

The main guidelines for children are:

1. Increase children's physical activity (a crucial factor in improving mental health).
2. Ensure busyness for children.
3. Limit time to screens.
4. Talk to children about feelings, and issues of concern to them.
5. Organize more opportunities for informal communication with teachers and school friends.
6. Take care of children's sleep routine.
7. Ensure a healthy diet and prevent eating at computers.

3. UNICEF's 2020 report on the welfare situation of children in rich countries

The UNICEF's 2020 report, *Worlds of Influence Understanding What Shapes Child Well-Being in Rich Countries*, analysed 38 countries. Lithuania ranks 36th in terms of children's mental health, 33rd in terms of skills and 20th of 38 in terms of physical health. Of particular concern is the indicator of children's mental health. Lithuania also has a very high suicide rate among children/young people of 15-19 year old.

In terms of physical health, Lithuanian children do not stand out regarding overweight in comparing with other countries, but data show that one in five children is overweight. Apparently, this problem is not local but quite global among children in many developed countries. 45 percent of Lithuanian children are dissatisfied with their appearance - 29 percent think they are too thick, 16 percent think they are too thin. Greater dissatisfaction with their bodies is common in girls.

An important aspect of children's well-being is the skills they acquire over time. It is estimated that in Lithuania only 61 percent children acquire the necessary basic math and reading skills, and as many as 39 per cent they are missing when they reach their 15th birthday.

71 percent of 15-year-olds in Lithuania say that they easily make friends with other children. For 29 percent of children it is difficult to do this.

Regarding the time children spend on screens, it is noticeable that in Lithuania from 2015 to 2019, the time spent by children on the Internet increased by as much as 50 minutes - from 120 minutes to 170 minutes per day. It should be mentioned that these are data that showed the pre-pandemic situation, so it is now likely that the amount of time spent on screens will increase significantly.

A very important indicator of the family welfare situation in the countries is the ability of parents to get help from someone if they need to look after their children. It turned out that the absolute majority of parents in Lithuania could expect such help only from family or friends, but not from institutions. This shows that families are severely lacking access to public authorities if they need help caring for their children. As there is lack of such services, libraries could focus on the development and providing of such services.

It is also important to pay attention to the child poverty rate. In Lithuania, about one in five children live in poverty (24%).

Paradoxically, there is a big difference in the political and social context in Lithuania. E.g. Lithuania ranks 15th, 2nd and 9th out of 41 countries in terms of social, educational and health policy areas (i.e. according to the legal framework). However, in terms of social, economic and environmental context, it is only ranked 30th in all these areas. This shows that relatively good political preconditions and conditions for a favourable context have been created in Lithuania, but the results are unattainable. In other words, it

shows that existing political decisions do not reach the public and do not bring the desired results (inactive policies).

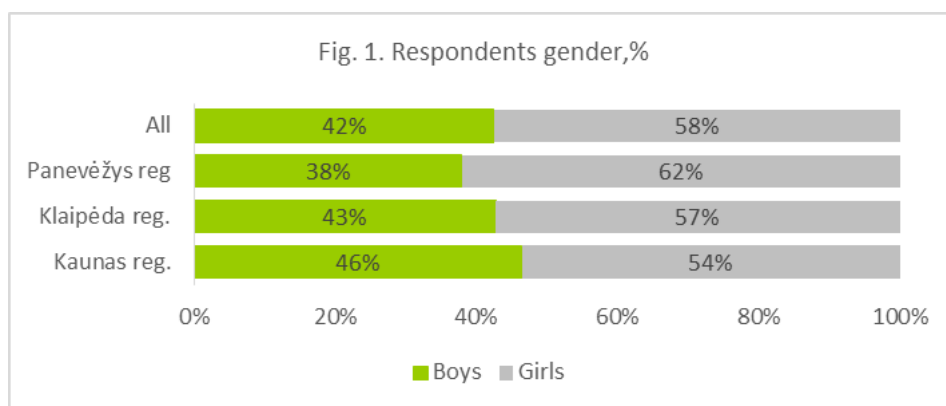
It is recommended that the results of these studies be taken into account in libraries when designing and developing various services for children / young people, with particular reference to the deteriorating emotional health of children / young people (increased anxiety, risk of depression and suicide, lack of social relationships) and impaired physical health (overweight, lack of exercise, sleep disturbances, headaches), learning difficulties and the risk of screen dependence. It is advisable to take into account the lack of services in Lithuania to help strengthen the emotional health of families and provide practical assistance (e.g. help children in learning, opportunities to improve information literacy and critical thinking of parents and children / young people, promoting safe online behaviour, information tools). cameras, headphones, software) in library spaces, development of safe spaces for family leisure).

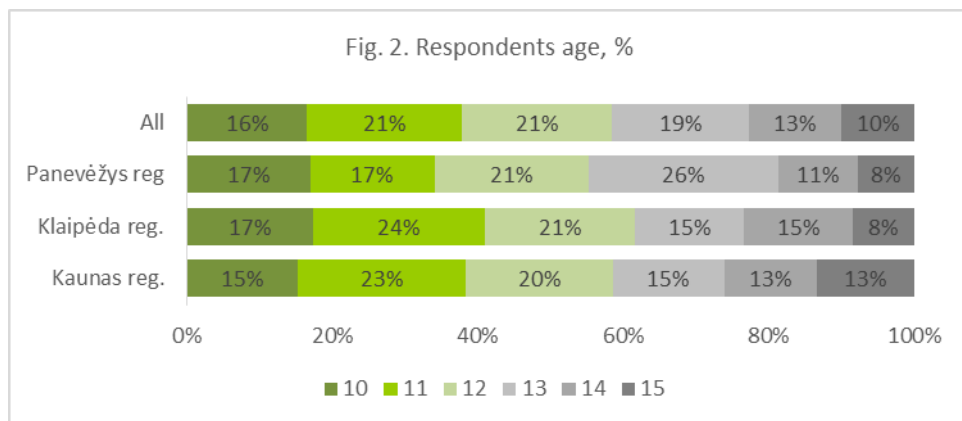
In the next section, the survey data of the project research "Identification of reading skills and social relations issues of 5-8 grade students" will be reviewed.

III. Analysis and results of the survey data of the project research "Identification of reading skills and social relations issues of students of 5-8 grade"

1. Demographic characteristics of respondents

1099 children / young people from Kaunas, Klaipėda and Panevėžys regions participated in the project research survey. Of these, 58 percent girls and 42 percent boys (see Figure 1). The age distribution of respondents was as follows: 16 percent was 10 years old, 21 percent each - 11 and 12 years, 19 percent - 13 years, 13 percent - 14 years and 10 percent 15 years old (see Figure 2).



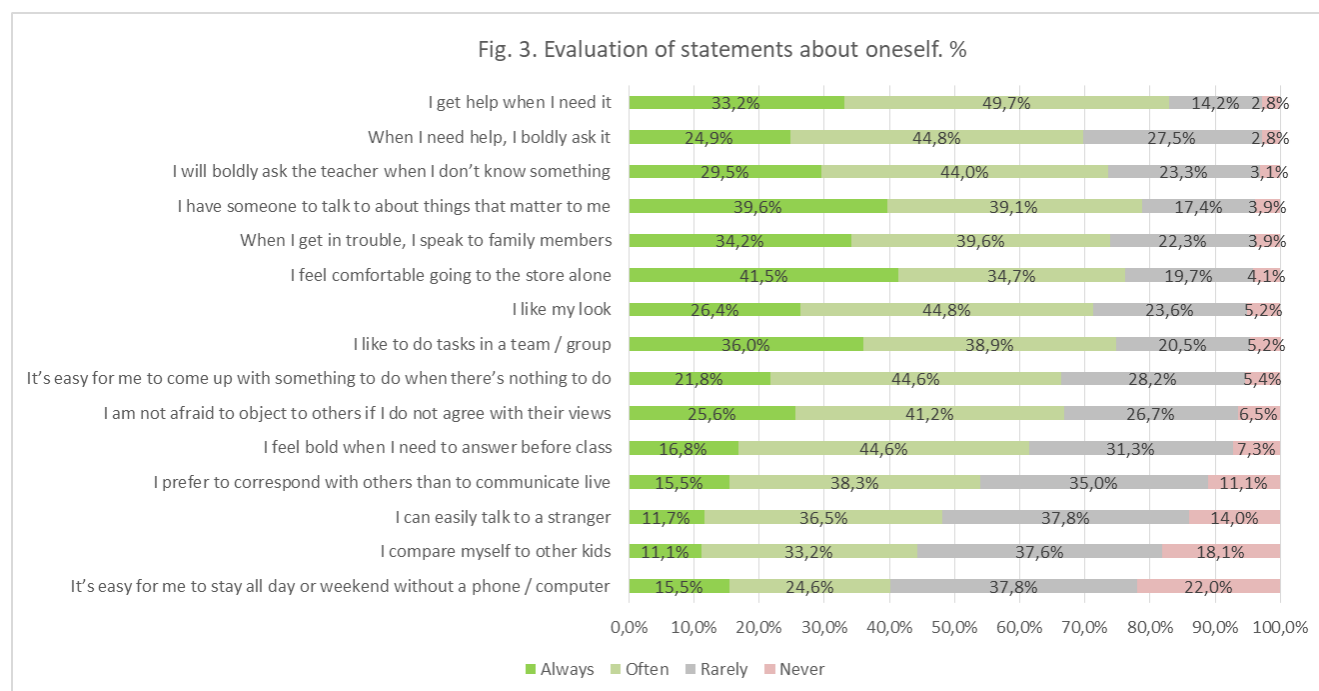


2. Evaluation of statements about oneself

In order to better understand the behaviour, habits and well-being of children / young people, they were asked to rate certain statements about themselves or their behaviour in certain life situations. The following trends were observed when asked:

- The majority (83%) of children / young people always or often receive help when they need it, but 17% they rarely or never get.
- About 70 percent children / young people always or often ask for help when they need it, but a third rarely or never do so.
- 74 percent children / young people always or often boldly ask a teacher when they do not know something, but a quarter of them rarely ask or never boldly ask a teacher.
- Most children / young people always or often have someone to talk to about things that are important to them, but a fifth rarely or never have someone to talk to about things that are important to them.
- Most children / young people often or always speak to their family members if they are in trouble, but a quarter rarely or never do so.
- 76 percent children / young people always or often feel comfortable going to the store alone, but 24% rarely or never feel comfortable going to the store alone.
- 71 percent. children / young people said they always or often liked their appearance, but a third said they rarely or never liked their appearance.
- The majority (74%) of children / young people say that they often or always enjoy doing tasks in a team or group, but a quarter seldom or never enjoy working in a team.
- 66.4 percent. children / young people stated that it is always or often easy for them to come up with something to do when there is nothing to do. 33.6 percent children / young people rarely or never come up with something to do when they have nothing to do.
- Almost 67 percent of respondents said they were often or not always afraid to object to others if they disagreed, but 33% said they are not afraid to object to others if they disagree with their opinion, rarely or never.
- 61 percent of children / young people always or often feel brave when they need to respond in front of the class, but 39 per cent of children feel bold in answering before class rarely or never.
- It should be noted that more than half (53.8%) of children / young people indicated that they always or often prefer to correspond rather than communicate live. Accordingly, slightly less than half prefer to communicate or communicate live rarely or never.

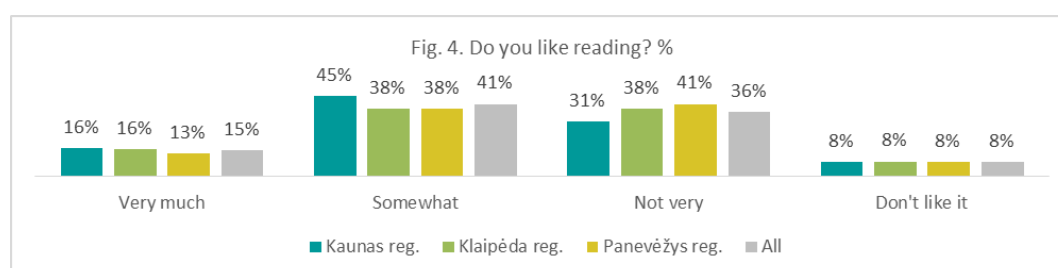
- 48 percent of children / young people said that they often or always could easily talk to a stranger;
- 44.3 percent of children / young people stated that they always or often compare themselves with others, 37.6 percent said it happens so infrequently, and 18 percent - never.
- 40 percent of children / young people said that it was always or often easy for them to stay without a phone or computer all day, but 60% of children / young people said that it was seldom or never easy for them to stay without a computer or phone all day. A fifth of them mentioned that it is never easy for them to stay without these devices all day (see Figure 3).



3. Reading and recommended books

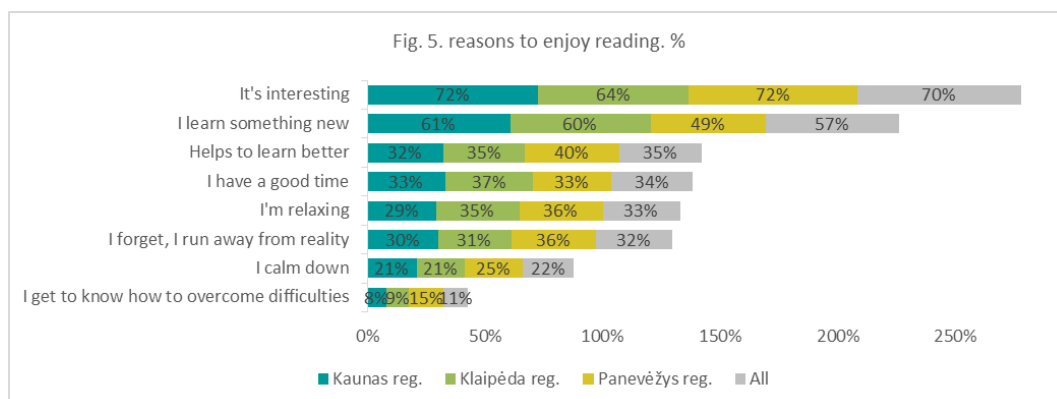
3.1. Reasons for reading and not reading

As the project activities are related to the promotion of reading, the project research survey asked important questions to find out the reading experiences and favourite reading topics of children / young people. The answers to the question about the interest of children / young people to read showed that 56% of them really like to read or like to read a little. 36 percent said they don't like reading very much, and another 8 percent don't like reading at all.



All children / young people who indicated that they enjoy reading a lot or a little were asked to give reasons for their enjoyment of the activity. Respondents most often said they enjoy reading because they are interested in it (70%) or learn something new (57%). Slightly more than a third of all children / young people say they enjoy reading because it helps them to learn better, they have a good time reading, they relax and they forget their problems, they run away from reality. One-fifth like reading because it helps to calm down, and one-tenth indicated that they learn how to overcome difficulties by reading (see Figure 5).

Children's / young people's comments illustrate other reasons for reading: they read when they have nothing to do; read online books when they want time to pass faster; because books are fun; books lead to the world of dreams; it is interesting because they select interesting / relevant topics in the Wattpad app.

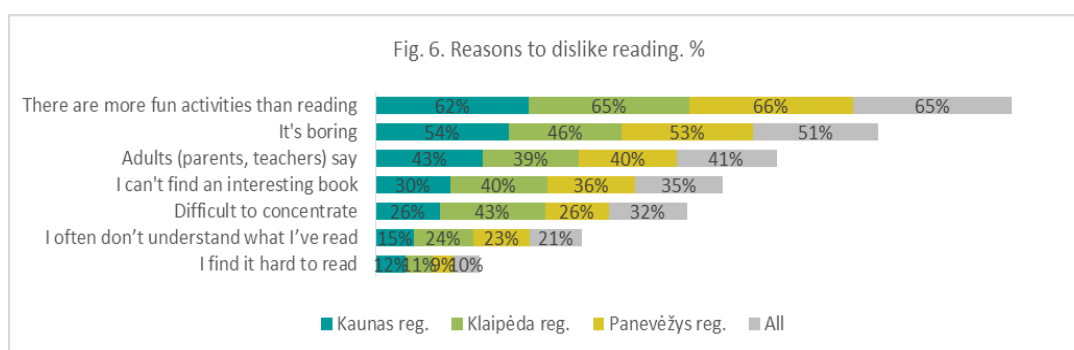


All children / young people who indicated that they did not like reading at all were asked to give reasons why they did not like the activity. They mostly said they didn't like reading because:

- there are more interesting activities than reading – 66%;
- reading is boring - 51 percent;
- adults force them to read - 41 percent.

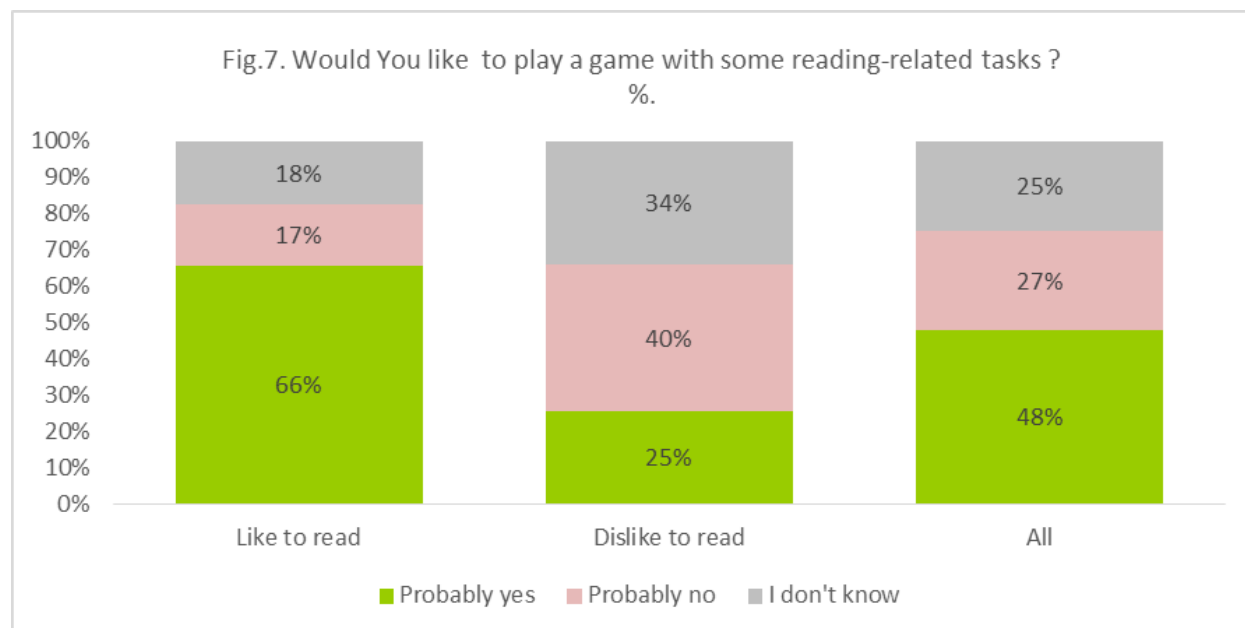
Slightly more than a third of respondents indicated that they did not like reading because they could not find an interesting book or could not concentrate. One-fifth of all children / young people surveyed said they were not interested in reading because they often did not understand what they were reading. One-tenth mentioned that they have difficulty in reading (see Figure 6).

It should be mentioned that a significant reason for not reading that children / young people mentioned in their comments is a lack of time ("I don't have time"; "I don't have time because I do a lot of homework"). In addition, some children / young people in the comments revealed that it is difficult for them to focus on reading: "Because when I read, I think about something else and then I don't remember what I was reading"; "When I read a book, I quickly forget about it."



3.2. A game in which part of the tasks would be related to reading

Children and young people who enjoy reading more often responded positively that they would most likely want to play a game with some reading-related tasks. Overall, about half of the children / young people would like to play such a game, a third would probably not and a quarter do not know (see Figure 7).



3.3. Recommended books and what they liked about them

84.2% of respondents answered the open-ended questions "What book would you recommend to a friend this year?" and "What did you like about this book?" (925 survey participants out of 1099). 15.8 percent the children / young people surveyed did not answer these questions or stated that they did not know, did not read or would not recommend any books.

An analysis of all the books mentioned by children / young people and the reasons why they liked the book they read revealed a number of predominant thematic areas, which are presented here in order of frequency (see Table 2):

- boy's / girl's (teenagers') life situations, adventures, pranks, everyday problems, relationships with family and / or friends;
- fun, funny detective stories with a lot of action;
- animal adventures, friendship between people and animals, rescue of animals;
- fiction, magic, mythical and fantastic creatures (werewolf, vampire, witch, hobbit);
- horror, secrets, demons, ghosts;
- stories based on real facts.

Table 2. Top Recommended Books

	Author and title	Number of answers	What they liked in the book	Thoughts of children/young people ((The language of the respondents is not corrected)
1	J.K. Rowling „Harry Potter“	45	Everything, lots of fun events, adventure, magic, fiction, mysticism, characters, Harry Potter	“Loved being able to dive into the unreal world”; "I enjoyed fiction that escapes reality"; “True friendship. All that magical mood of the book just makes me get involved and read to the last page.
2	Jeff Kinney „The Diary of a Loser“	35	Very fun, funny, humorous, lots of action, lots of pictures	“How the boy Greg jokes and tells interesting stories; "The very genre of the book about life, what that child does, how he is in the family and so on."; „that you can learn how to get on and connect with friends“
3	T. Dirgėla „Tomas and Domas“; „Lukas Šiaudelis deda iš viršaus“	21	Fun, funny characters (funny director, funny inspector), detective, sequence of events	"There's a very funny inspector. It was a lot of fun to read."; "When Tom and Dom were best friends." „You can have lots of fun while reading this book , you can read together with your friend and laugh“
4	Antoine de Saint-Exupery „Little Prince“	21	True friendship, adventures, educational	“True friendship between the main characters and full of adventure”; "The Little Prince's care about his own Rose and Friendship with a Fox"; "I enjoyed the way the little prince travels and conveys his impressions to the reader."
5	Astrid Lindgren „Pippi Longstocking“	19	Pippi Longstocking, her courage, hilarity, pranks, ingenuity	“The book is very fun. Lots of fun events.” "Pippi, her courage, the idea of what to do" "The features of the main character."
6	Rūta Šepetys „Between the Gray Clouds“	14	A story based on real facts, the experiences of the characters	“Action, and a very interesting story of how they lived there.” "I enjoyed the way of describing the life in exile and especially about the life of teenagers." "I liked the fact that it was an interesting and sensitive story when the whole family was exiled."
7	Rachel Renée Russell „Dork Diaries“	12	It's very interesting to read because something was happening all the time "	"Fun to read because of lots of action" "There are a lot of parts of this book and I loved all of them, i think it's a super book"
8	Jurga Vilė „Siberian haiku“	10	Story about Siberia, exile, Lithuania	„Very interesting boka that tells a story about our country history“ „People's solidarity, endurance, food sharing“ „I loved it because from this book I learned about exile“
9	Knister „Lilli the Witch“	10	Adventures, fun	„I liked everything in this book because of interesting story and fun adventures that happen“ „There are many parts in this book and it is very interesting“
10	John Flanagan „Ranger's Apprentice“	9	Interesting, lots of action	Interesting, a lot of action “It's a book of adventure, a lot of action and it is written in a very interesting way”; "I was interested in the cover of the book, I liked the story and the adventures of the characters"; "Adventure and war".

Most (45) children / young people would recommend to their friend Harry Potter by J. K. Rowling. In this book, they enjoyed interesting events, magic, fiction, were fascinated by the main character - Harry Potter. Respondents mentioned that this book engages you while reading - it's a way to escape from reality.

The books occupying the second and third positions - funny ones - are "The Diary of the Loser" (35 children / young people named it) and T. Dirgėla's books about Domas and Tomas and Lukas Šiaudelis (21 children / young people named it). According to the children, there are a lot of action and fun events in these books. The book "The Diary of a Loser" tells the story of teenager Greg's life in a witty way. The detective book series about Domas and Tomas is a fun story about two best friends who take on various mysteries.

The book in the 4th position is "The Little Prince", a classic work that 21 participants would recommend to their friends. The children / young people state that they enjoyed a true friendship between the main characters in this book. The theme of true friendship is mentioned in the description of the other books in the first 4 positions.

Children / young people would recommend the book "Pippi Longstocking" in the 5th position because of the features of the main character Pippi - her courage, ingenuity, variety of activities. There is no shortage of fun events in the book.

The books in the 6th and 8th positions - "Between the Gray Clouds" and "Siberian Haiku" helped children / young people learn more about deportation and how deported people lived at the time.

The book "Dork Diaries" in the 7th position tells the story of a 14-year-old girl's life, which is not short of various events.

In the 9th position - "Lilli the Witch". This book also tells about the girl's daily life, which is complemented by the magic of the girl's magical powers.

The book "Ranger's Apprentice" concludes the top ten, which engages readers with its story and fantastic adventures.

The main features of the most popular and recommended books read by children / young people are:

- many interesting adventures, events;
- fun, funny;
- educational;
- historical.

Most often children / young people mentioned that they would recommend a certain book to a friend, because it had a lot of interesting adventures, action, fun and funny characters, there was something to learn. It is important for children / young people that the content of the book is fun, funny, and the main character is brave, inventive, easy to solve their problems and overcome challenges. They were also interested in the topic of deportation, based on real facts, because in this way they learned more about the history of Lithuania.

4. Favourite characters

Children / young people were asked which characters in the movies / books and games they liked the most. The majority of respondents mentioned funny (68%) and cheerful (57%) characters. A more detailed distribution of the favourite characters can be seen in Figure 8 (see Figure 8).

Respondents who chose "Other" mentioned that the characters they liked were horror (5); mysterious (4); brave (3); 2 respondents each identified the following character traits: clever; in love; romantic.

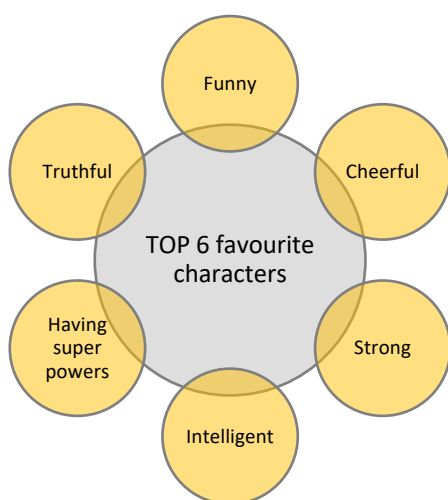
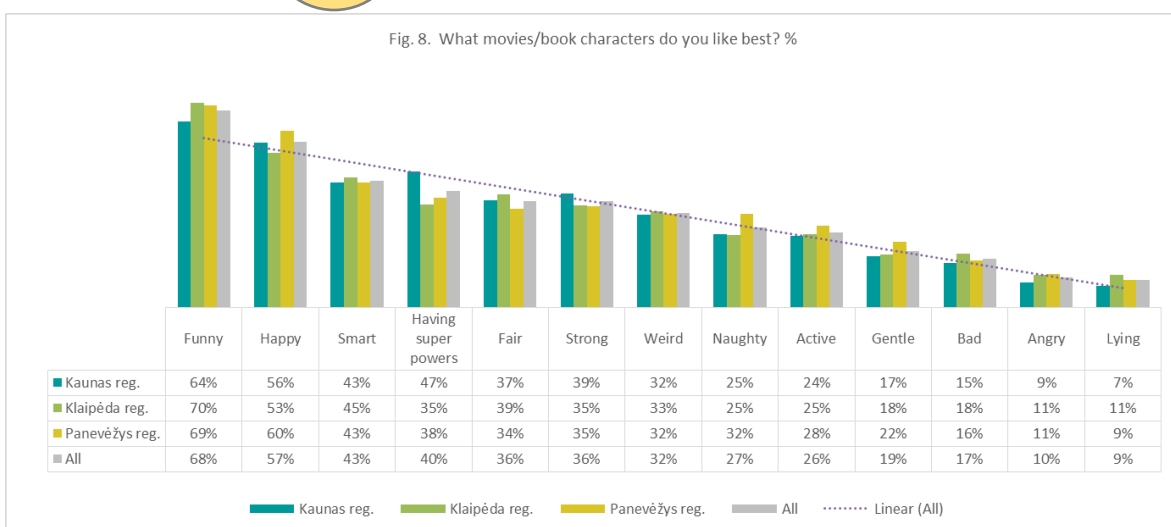


Fig. 8. What movies/book characters do you like best? %



Regarding the appearance of the characters, more than half of the children / young people (56%) said that the character should be beautiful/handsome. More than 40 percent thought the character would appeal to them if it looked like a mystical / non-existent creature or had the appearance of a young man. One-third of respondents said they would like big or muscular characters. A quarter of children / young people would like to have the appearance of an animal or a robot / cyborg. A more detailed distribution of the favourite characters you can be seen in Figure 9 (see Figure 9).

62 respondents chose the answer "Other" and described in different ways what kind of characters they would like: the character must be exceptional, be able to do what others do not know, having fun with something, not like everyone else; be confident and attractive. 32 percent those who chose "Other" indicated that the character's appearance didn't matter, more important is the story, the action itself, or whether the character was doing anything interesting. Another part of the respondents specifically described the character's appearance: "If it is a girl, she should be with dark hair (short and slightly tufted ends), green eyes, fairly lush eyebrows, bleached skin, a thin body, relatively short, with a mysterious gait. And if it is the guy - with long hair, brown eyes, tall"; "Simple, curly short hair".

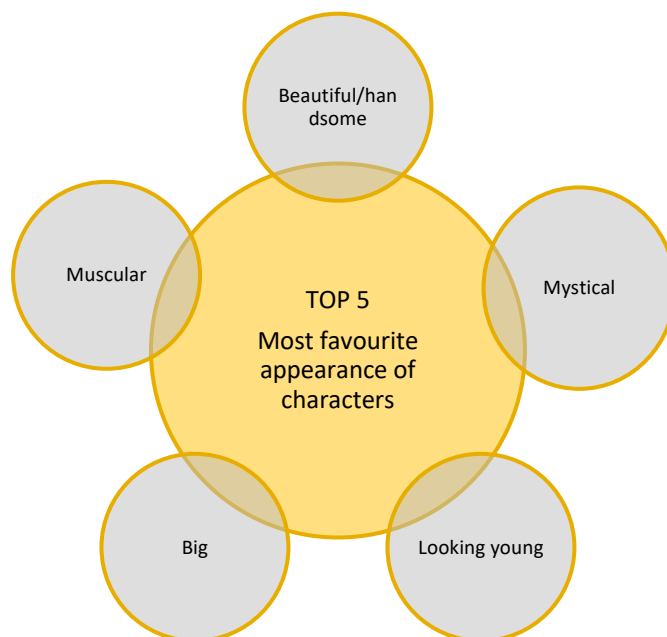
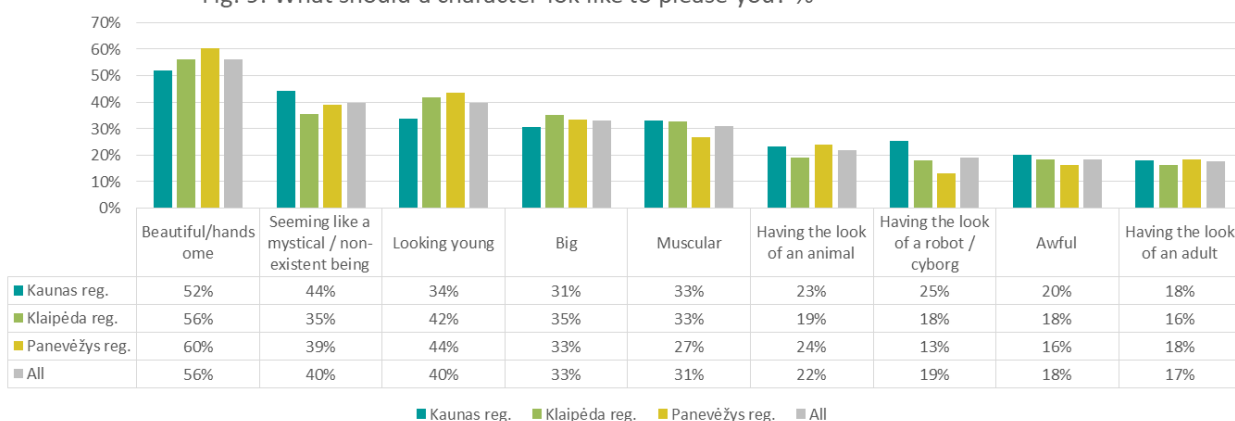


Fig. 9. What should a character look like to please you? %



5. Leisure and topics of interest

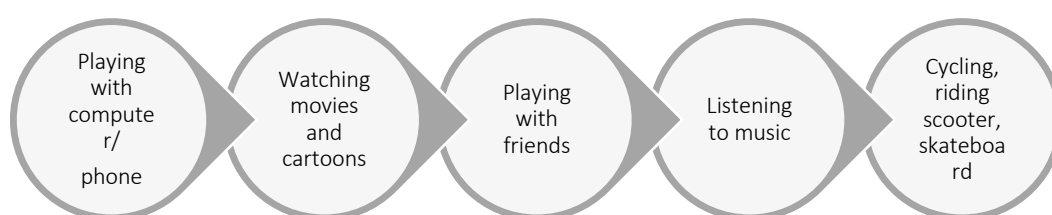
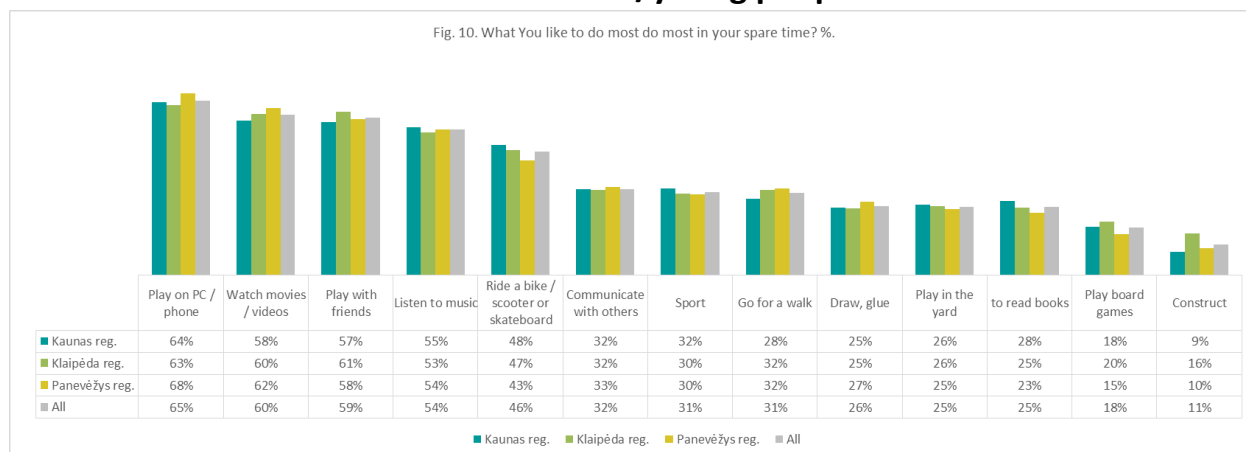
The majority of children / young people surveyed said that they liked playing computer / phone (63%), watching movies (60%), playing with friends (59%), listening to music (54%) and cycling / riding scooter or skateboard (46 percent) in their free time.

One third of the respondents like to spend time with others, do sports and go for walks, and a quarter like to draw / glue / stick, play in the yard and read books. The least number of children indicated that they like to play board games or construct in their free time (see Figure 10).

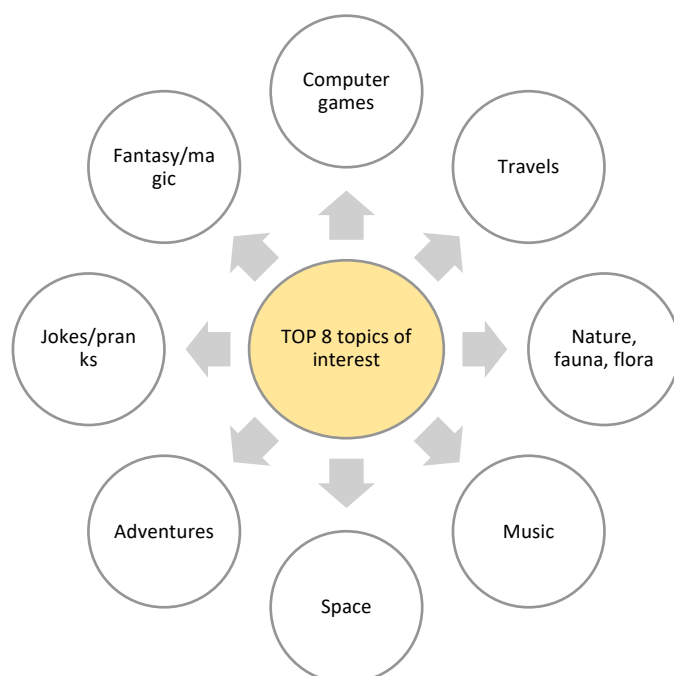
After selecting "Other", children / young people mentioned that in their free time they like to dance, sleep, go horse riding, fishing, electronics, motocross, write, spend time with family, friends, animals, go to the countryside, listen to audio books, read online books in English, playing, "3d modelling, drawing, watching story-based video games", "playing board games I don't have".

The analysis of regional specificities did not show significant regional differences in terms of children's / young people's favourite leisure activities.

TOP leisure activities that children/young people like most of all



Topics that are most interesting to children and young people include:

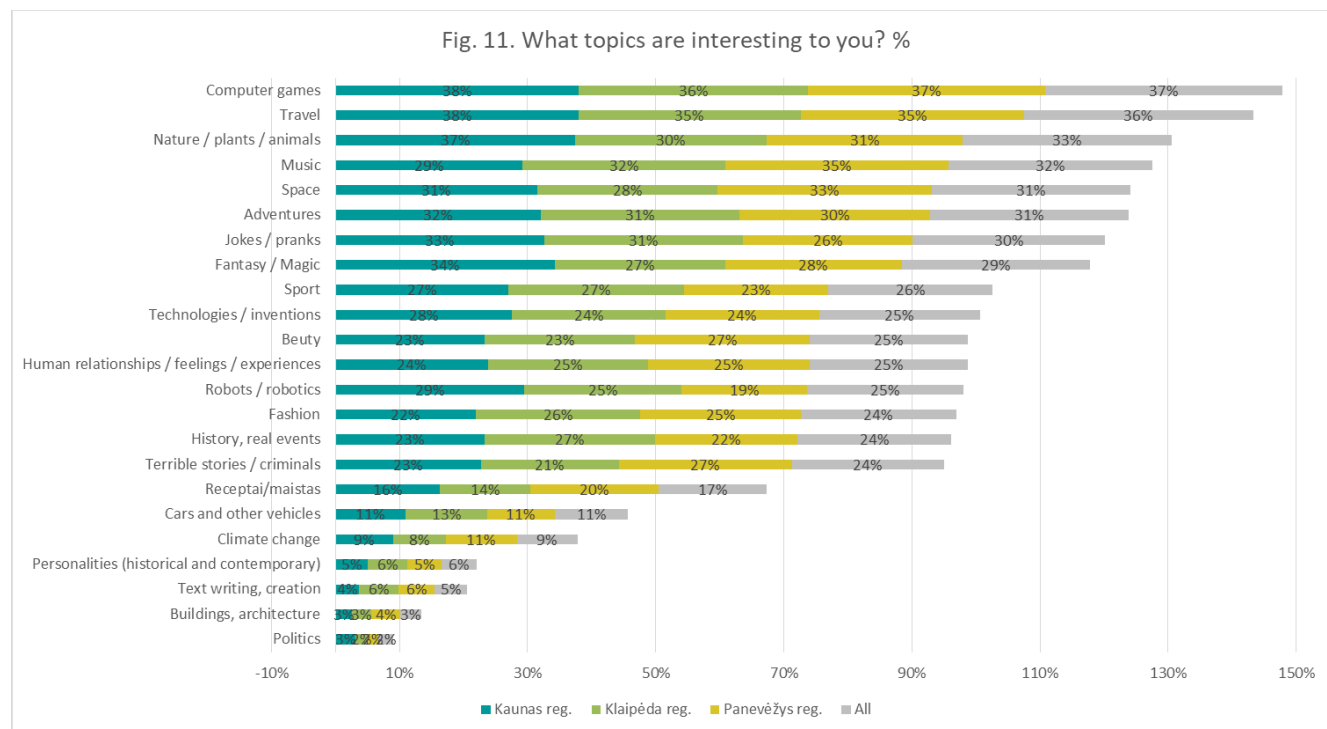


1. Computer games - 37 percent.
2. Travel - 36 percent.
3. Nature / plants / animals - 33 percent.
4. Music - 32 percent.
5. Space - 31 percent.
6. Adventures - 31 percent.
7. Jokes / pranks - 30 percent.
8. Fantasy / magic - 29 percent.

Topics of least interest to children / young people: politics, buildings / architecture, text writing / creation, and historical and contemporary personalities (see Figure 11).

After selecting "Other", the children / young people listed the following topics of interest to them: psychology, mysticism, art, detectives, action movies, conspiracy theories, horse riding.

The analysis of regional specificities did not reveal significant regional differences in children's / young people's favourite topics.

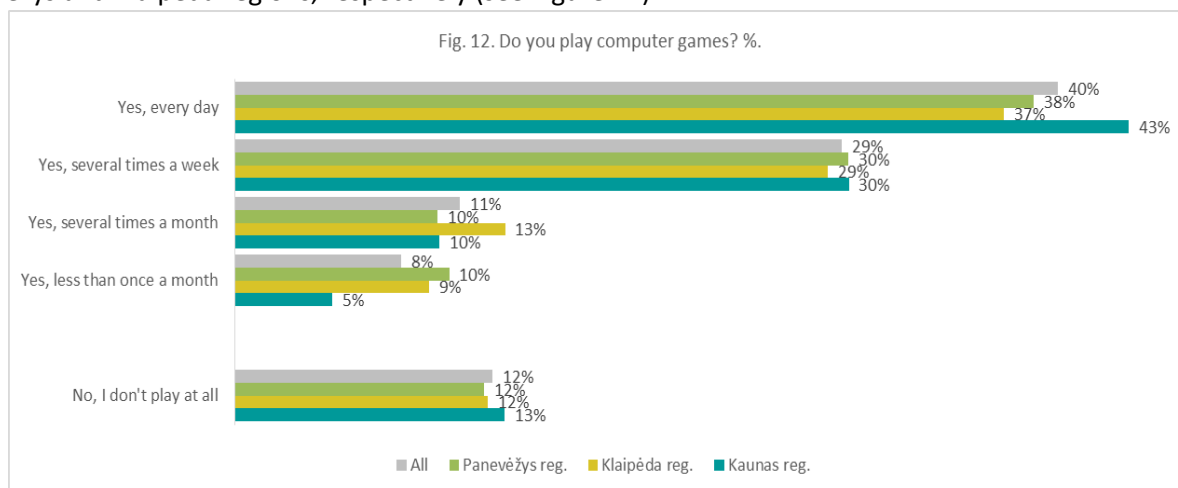


6. Computer games

The absolute majority of children / young people (88%) play computer games. Only about 10 percent respondents said they do not play such games. The distribution of the survey results according to the frequency of play is as follows:

- 40% play computer games every day.
- 29% play computer games several times a week.
- 19% play computer games several times a month or less.

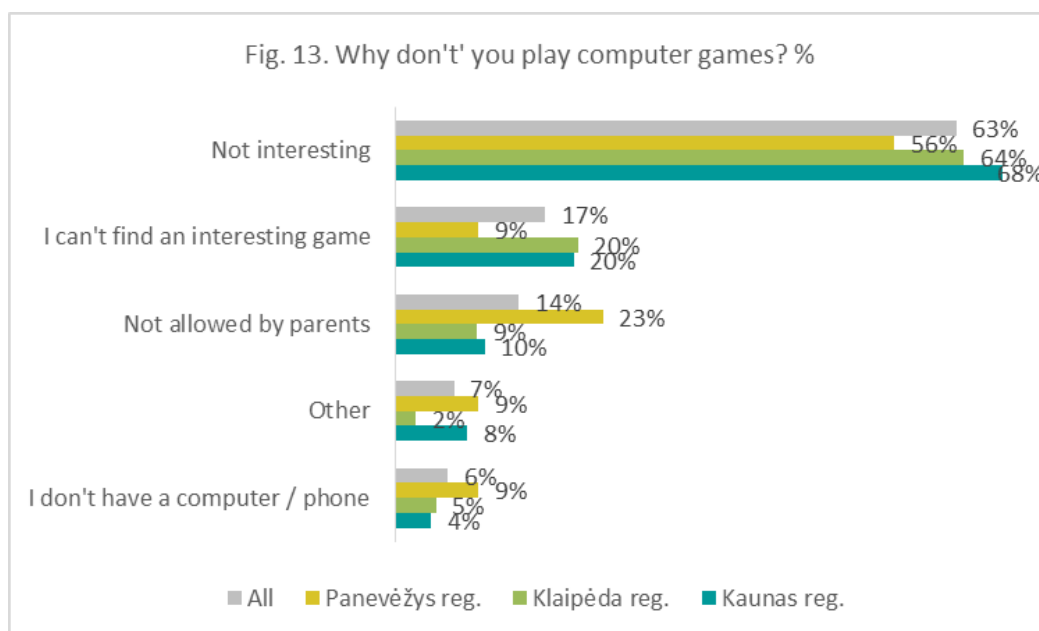
When assessing regional peculiarities, small regional differences were observed in the analysis of the frequency of computer games. It should be noted that in Kaunas region 5–6 percent more children / young people than in Panevėžys or Klaipėda regions play computer games every day. The share of children / young people who play computer games several times a month or less in Kaunas region is lower than in Panevėžys and Klaipėda regions, respectively (see Figure 12).



Children / young people who said they did not play computer games were asked to give reasons why they did not. The most common reason (63%) was that it was uninteresting for them to play computer games. 17 percent of them noted that they do not play because they do not find any interesting game, another 14 percent of children / young people stated that they were not allowed by their parents.

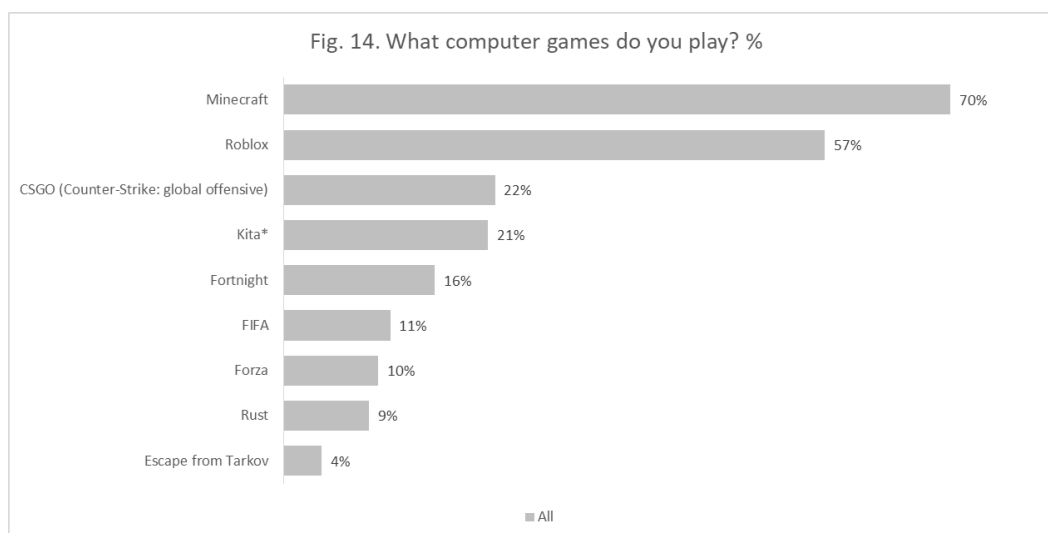
7 percent project research survey participants indicated other reasons for not playing computer games. They mentioned that they have other activities or no desire. If you play, it's only with the phone, and it's not very fun to play at the computer. One child / young person indicated that he noticed that he was getting tired from the games and was starting to have a headache. The other reason why it is not very interesting to play computer games, because it "harms the eyes and takes a lot of time to do something significant, and often does not notice other opportunities and interesting activities while playing games."

Analysing regional specificities, some regional differences were observed in terms of the reasons why children do not play computer games. For example, in Panevėžys region 13–14 percent more children / young people than in Kaunas or Klaipėda regions noted that their parents do not allow them to play computer games. Also in Panevėžys region 4-5 percent more children / young people than in Kaunas and Klaipėda regions indicated that they did not have a computer or telephone (see Figure 13).



Children / young people are most likely to play computer games Minecraft (70%) and Roblox (57%). In Minecraft you can build and demolish blocks of different materials, explore the environment, search for different resources, create objects from material, build any structure in the three-dimensional game space, fight against various hostile creatures. Roblox is an online gaming platform and game development system that allows users to program games and play games created by other users. This game allows you to buy, sell and create virtual items that can be used to decorate the players virtual character who is their avatar on the platform.

One-fifth of survey participants mentioned playing CS: GO (Counter-Strike: Global Offensive) and other * games (see Tables 14 and 3). CS: The GO game is a first person shooter. This is the fourth game in the Counter-Strike series with only a multiplayer mode. As usual in Counter Strike games, the fight is between two groups - terrorists and police special forces. The usual game takes place on maps where you need to place or defuse a bomb in a certain place, as well as release hostages or prevent the release of hostages.



* One-fifth of children / young people indicated other games they play. They are listed in the text below.

Table 3. Games most often played by children / young people in Kaunas, Klaipėda and Panevėžys regions

What computer games do you play?	Kaunas region	Klaipėda region	Panevėžys region	Total
Minecraft	65%	68%	77%	70%
Roblox	61%	57%	52%	57%
CSGO (Counter-Strike: global offensive)	21%	26%	20%	22%
Other*	16%	26%	22%	21%
Fortnite	19%	15%	14%	16%
FIFA	12%	13%	9%	11%
Forza	12%	11%	7%	10%
Rust	8%	10%	8%	9%
Escape from Tarkov	4%	5%	3%	4%

Children / young people who chose the answer "Other" provided many additional titles for computer games. The titles given in the table are mentioned most often (see Table 4). Versions of the action and adventure game Grand Theft Auto (GTA) were most often mentioned by children / young people. In this game you can choose to play alone or with friends. The action takes place in the developed major world cities, there are three main actors to choose from in various missions.

No less popular is The Sims, a life simulation game that is played in single player mode. Players can manage virtual people who act in everyday situations. As in real life, every virtual person has their own life goals, desires, needs and abilities.

In 3rd place is the Call of Duty series. In this game you can act as a first or third person. A first-person shooter where the player sees the action through the eyes of the main character. The main feature of the third-person shooter is the character on the screen.

The 4th place is occupied by the game "Genshin impact", in which the characters have exceptional powers. A player has a group of players and can only control one member at a time. It is possible to change the controlled actor at any time, if necessary, other powers.

The 5th, 6th, 8th and 9th position games include combat shooting games where the player can act as a first person or control a character. In the 7th and 10th positions - in the games "Rocket League" and "War thunder" competing, vehicles are used.

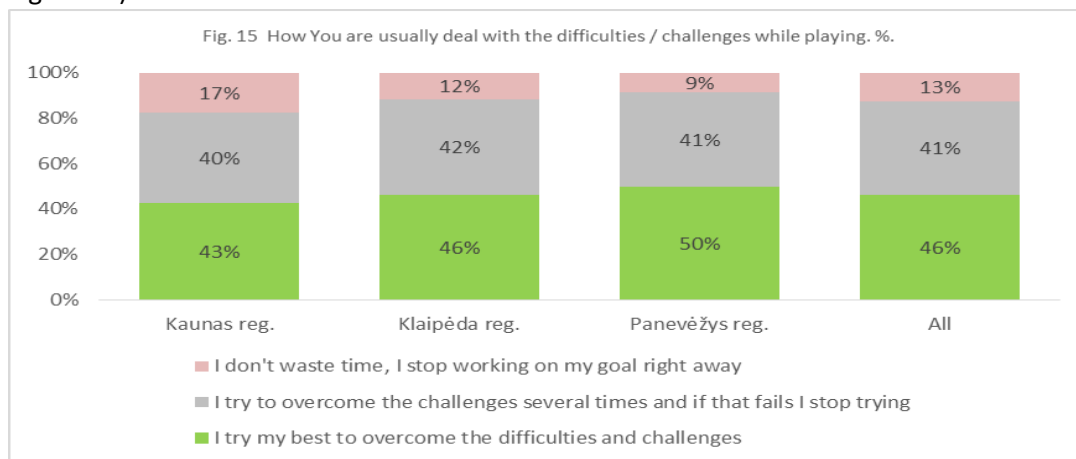
Table 4. "Other" computer games listed by children / young people aged 10-15

No.	Titile of the game	Number of answers	Description of the game
1	Grand Theft Auto (GTA) V, gt3, gt5, rp, san andreas, Sampa	19	The game can be played alone and with friends. Action-adventure open world genre computer game with environment in three big cities: Liberty City, Vice City, San Andreas. The action starts with a mission that is different, but mostly they will have to kill people, steal cars and run away from the police. Online description: https://lt.wikipedia.org/wiki/Grand Theft Auto (kompiuterinis %C5%BEaidimas)
2	The Sims 4	18	Single player mode game. Players can manage virtual people called Sims by engaging them in their daily activities and work and building relationships with each other, just like in real life. Each Sims has their own life aspirations, desires, needs and skills, a set individual life expectancy - they can live up to 100 days of play through the age of 6. Online description: https://lt.wikipedia.org/wiki/The Sims 4
3	Call of duty, Call of duty Warzone, Call of Duty: Modern Warfare 3	17	A series of first person and third person shooters. Most of the game's action takes place during World War II, but "Call of Duty: Modern Warfare 3" takes place in modern times, and "Call of Duty: Black Ops and Black Ops II" take place during the Cold War. Online description: https://lt.wikipedia.org/wiki/Call of Duty (serija)
4	Genshin impact	16	The characters have one of seven elements or, in other words, exceptional powers (fire, ice or water). This means that you have a group of characters in the game and can only control one member at a time. However, it is possible to change a controlled actor at any time. For example, you will have to use not only the power of ice but also the power of water to freeze your opponent, which will require different characters. Description online: https://www.15min.lt/mokslasit/straipsnis/zaidimai/vaizdo-zaidimu-sensacija-kaip-genshin-impact-suviliojo-milijonus-zaideju-1106-1527908?copied
5	PlayerUnknown's Battlegrounds (PUBG)	11	A game designed to be played by multiple players. In the game, up to 100 players reach the island in one plane and have to survive. A player may find various weapons, backpacks, guards, and other survival items in various locations, killing other players, or hiding to survive until one surviving player remains. Online description: https://lt.wikipedia.org/wiki/PlayerUnknown's Battlegrounds
6	Valorant	9	First person shooter. The player plays as one of the agents based on several countries and cultures in the world. Each agent has unique abilities that must be supported in overcoming a variety of tasks. Online description: https://en.wikipedia.org/wiki/Valorant
7	Rocket League	7	Rocket-powered car football game with single and multiplayer mode. Online description: https://en.wikipedia.org/wiki/Rocket League
8	League of legends (LoL)	7	A game designed to be played by multiple players. 3 maps are currently available and operational. Each map consists of 2 bases on different sides of the map (for each team), a jungle, and several crossings connecting the bases. The game takes place by forming players into two different teams. Before the start of the competition, each team member chooses a champion - an actor who will control the whole match. Online description: https://lt.wikipedia.org/wiki/League of Legends
9	Apex Legends	5	A multiplayer fighting game with 20 teams, each consisting of three players, using pre-designed characters with exceptional abilities that help the team accomplish certain tasks. Since the release of the game, alternative modes have been introduced that allow one and two players to play. Online description: https://en.wikipedia.org/wiki/Apex Legends
10	War thunder	5	A multiplayer vehicle fighting game. The game has three game modes - arcade, realistic and simulation battles. The action begins when both teams are launched with multiple "tickets", and certain actions reduce the "tickets" of enemy teams until one team is gone. If there are no players left on the team, that team will lose immediately. In land and sea battles, the main goal is to take and maintain strategic points or take over enemy points completely. Online description: https://en.wikipedia.org/wiki/War Thunder

Other questions sought to find out what effect computer games have on children's / young people's behaviour. The data showed how children / young people behave when they encounter difficulties and challenges while playing:

- 46 percent of them try their best to overcome them;
- 41 percent of them try several times and if they fail, they stop trying;
- 13 percent of them waste no time, immediately quit playing and stop aiming.

In the analysis of regional peculiarities, small regional differences were observed in the assessment of children's / young people's behaviour during games. Here in Panevėžys region 7–4 percent more children / young people than in Kaunas or Klaipėda regions indicated that they are trying hard to overcome difficulties and challenges. Respectively, more children in Kaunas region (5–8%) than in Klaipėda and Panevėžys regions stated that they do not waste time, immediately stop playing and stop pursuing the goal (see Figure 15).

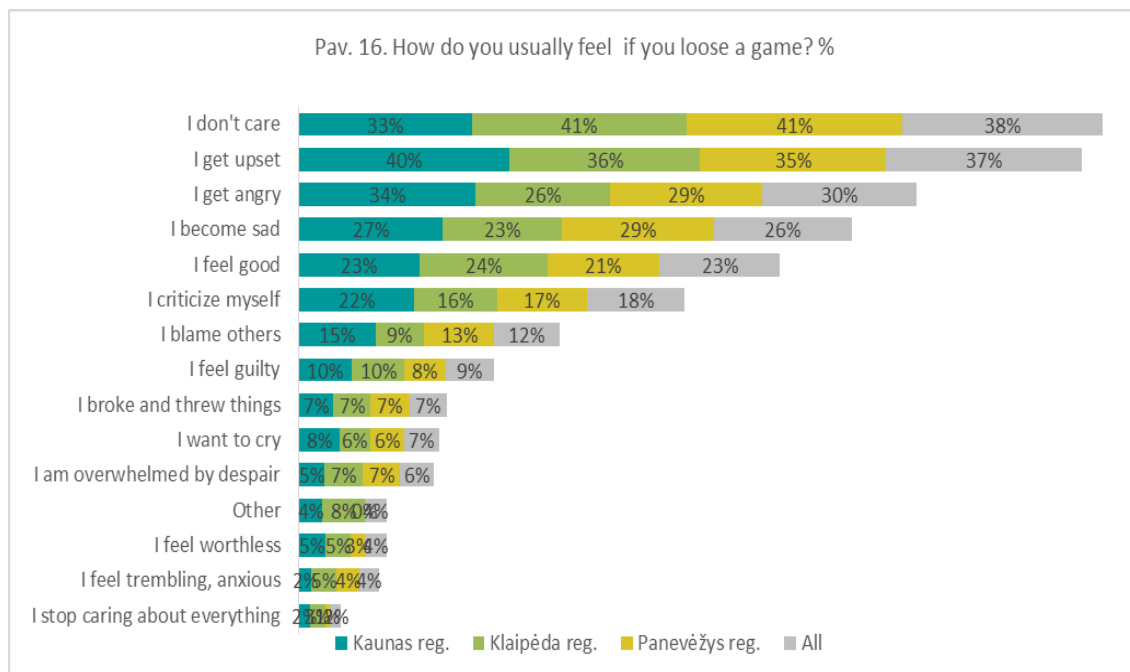


The children / young people named the following 5 feelings / sensations as most often happening when they were asked what do they feel when they lose the game:

- 38 percent claimed that they do not care about it;
- 37 percent feel annoying;
- 30 percent get angry;
- 26 percent feel depressed;
- 23 percent say they are feeling well.

It is important to note that 18 percent survey participants criticize themselves, and 12 percent blame those around them. 9–4% experience very strong negative feelings. 9 percent feel guilty, 7 percent of them break / throw items and want to cry, 6 percent of children / young get despaired, 4 percent of them feel useless and start trembling / feeling anxious, 2 percent of them even lose their interest in anything.

Analysing regional peculiarities, small regional differences were observed in the assessment of children's / young people's feelings when they lose the game. In Kaunas region 8 percent fewer children / young people than in Klaipėda and Panevėžys regions indicated that they didn't care about the failure and more often indicated that they were annoyed, angry, upset or criticized when they lost the game (see Figure 16).

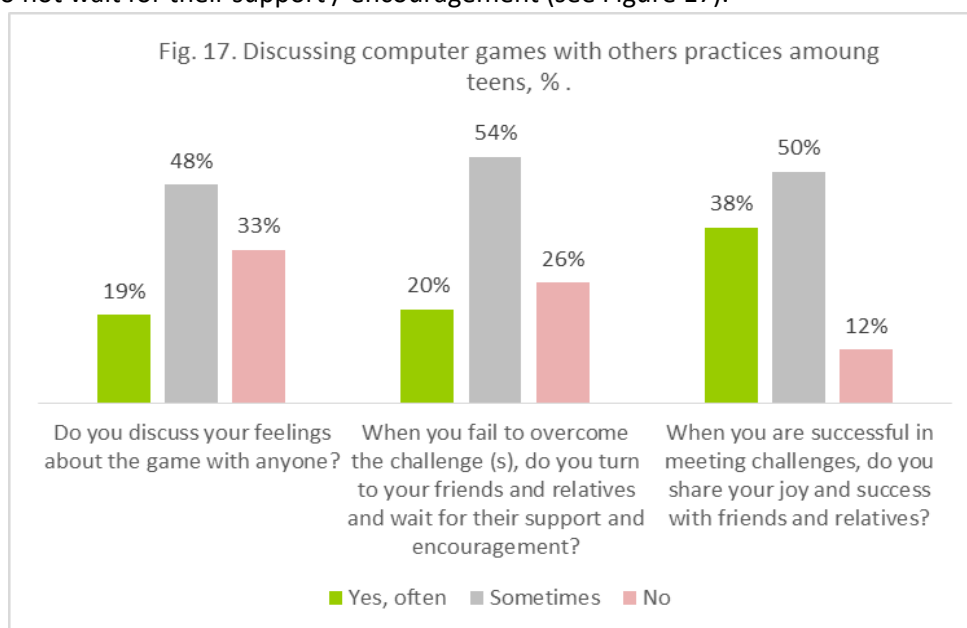


When answering a block of questions about the practice of discussing computer games with friends and relatives, children / young people usually indicated that sometimes they:

- discuss feelings, related to the game, with someone else - 48%;
- appeal to friends / relatives when they fail to overcome the challenge and are waiting for their support and encouragement - 54%;
- Share their joy and success with others when it comes to meeting challenges - 50 percent.

It should be noted that children / young people are much more likely to discuss with others when they succeed than when they fail. Even 18 percent more children / young people indicated that they often share their success with others when they succeed in overcoming the challenges of the game than when they fail.

It should be noted that one third of children / young people do not discuss their feelings about the game with others, and a quarter do not turn to friends or relatives when they fail to overcome challenges and do not wait for their support / encouragement (see Figure 17).



7. Favourite Youtubers

Various studies show that children / young people aged 10-15 spend a lot of time in cyberspace. This is often the main way for them to spend their free time. As a result, it was interesting to find out what children / young people of this age are following on YouTube to provide information and create content in the virtual space. 15 percent did not state anything specific, stating that "I do not have one; I do not know; I don't look, I like everyone, I can't choose "and so on. However, 60% named their favorite YouTubers. (658 out of 1099 respondents) children / young people who provided specific names. The data obtained allowed us to compile a list of 364 different positions and compile a Top 10 favorite YouTube channel (see Table 5).

Table 5. Favourite Youtubers.

No.	TOP 10 Youtubers	Kaunas region	Klaipėda region	Panevėžys region	Number of respondents	Percentage N=658
1.	MrBegėdis	34	42	39	115	17
2.	Edvisss	16	38	26	80	12
3.	Akva	14	26	15	55	8
4.	Mrbeast	17	17	16	50	8
5.	WhyDotas	14	4	9	27	4
6.	PewDiePie	10	9	5	24	4
7.	Dream	5	9	8	22	3
8.	Andrius Talzunas	1	12	8	21	3
9.	A4	2	7	11	20	3
10.	AntanasJ	9	4	6	19	3
Viso					433	66

66% of children and young people of 10-15 years old mentioned these Top 10 favorites on YouTube (433 out of 658 named specific YouTube names / aliases). 50 percent of the top 10 YouTubers are Lithuanians and create in Lithuania. 30 percent representatives of the United States, one of them is from Norway and one from Belarus.

In the list of „Other "YouTubers" named by young people should also be mentioned: Martas Tankevičius; Tommyinnit; Cestovas; Controllers; Enoxas; LTU Republic; deMiko; Mr Akiinti (with 17 to 11 votes from young people, respectively).

Looking at the content created by the top 10 YouTubeers in cyberspace (see Table 6), it can be concluded that the information they provide is mainly related to videos of various popular computer games, supplemented by various interactive motives. The video blog (vlog) is a form of information that emerged in 2007 and became very popular among young people.

Most people are interested in watching how "vlogger" expresses emotions, so writing the same monologue on a personal blog would not really be as popular as on a video blog. Worryingly, submitting content to a video blog does not require any knowledge of the topic from its creator. Usually, the lack of knowledge in the videos is compensated by a sense of humor, the ability to whine, or the presence of an invited celebrity in the recording in a way that makes it fun for everyone to watch. This easily accessible content in the virtual space can influence children's / young people's thinking, attitudes towards life, encourage them to engage in various and sometimes unsafe activities. On the other hand, the popularity of 'vloggers' and their involvement in various social and cultural projects can reach children / young people with different content and encourage them to read or engage in other cultural activities.

Table 6. Content and popularity created by YouTubers

No	TOP 10 Youtubers	Number of subscribers	Short description	Link to Youtube channel
1.	MrBegėdis	102 000	Video blog channel focused on computer game videos (vlogs) (Lithuania)	https://www.youtube.com/channel/UCR3lnMDr-wKZWAWU9hwmb2kg
2.	Edvisss	109 000	Video blog channel focused on computer game videos (vlogs) (Lithuania)	https://www.youtube.com/user/Edwin01230
3.	Akva	1 500	Video blog channel focused on computer game videos (vlogs) (Norway))	https://www.youtube.com/channel/UC6GdkbmCl2X-e1Fh8wlLv4w
4.	MrBeast	71,6 million	Video blog channel focused on philanthropic, computer game experiments, event interpretation, experience videos (vlogs) (United States)	https://www.youtube.com/channel/UCX6OQ3DkcsbYNE6H8uQQuVA
5.	WhyDotas (Vaidotas Grincevičius)	362 000	The video blog channel focuses on a variety of experimental, challenging, event interpretations, experiences and humorous videos (vlogs) (Lithuania)	https://www.youtube.com/user/whydotas
6.	PewDiePie	110 million	Video blog channel focused on computer games, experiments, event interpretation videos (vlogs) (United States)	https://www.youtube.com/channel/UC-IHJR3Gqxm24_Vd_AJ5Yw
7.	Dream	26,7 million	The video blog channel is based on Minecraft video games (vlogs) (United States)	https://www.youtube.com/c/dream/featured
8.	Andrius Talzunas	91 500	Video blog channel focused on experiments, interpretation of events, music videos (vlogs) (Lithuania)	https://www.youtube.com/channel/UCL-SD4SxzxpxxfYz3EpESkw
9.	A4	31,5 million	The video blog channel focuses on a variety of experimental, challenging, event interpretation, experience and humorous videos (vlogs) (Belarus)	https://www.youtube.com/c/A4a4a4a4/featured
10.	AntanasJ	124 000	The video blog channel focuses on various videos of experiments, interpretation of events, experiences, humorous, conversations with famous people (vlogs) (Lithuania)	https://www.youtube.com/channel/UCTxo4IC4jAyaUxmbDD_GIOW

8. Superpower and topical problems

8.1. Superpower

The study asked what kind of superpowers children / young people would like to have if they could. A proportion (10%) provided answers to an open-ended question, but did not name any superpowers ("don't know or no problems") or their answers were vague ("full power"; "I have a different power every day", "huge", "Special"). 1 percent did not provide an answer to this question.

However, 89 percent of children/young people (981 out of 1099 respondents) responded to the open-ended question "What kind of superpower would you like to have?" and named a precise superpower (See Table 7).

Table 6. The most desirable superpowers

No.	Named desirable superpowers	Kaunas region	Klaipėda region	Panevėžys region	Number of respondents	Percentage N=981
1.	Flying	51	68	71	190	19
2.	Invisibility	50	51	63	164	17
3.	Reading minds	29	45	44	118	12
4.	Time management	30	27	38	95	10
5.	Teleportation	32	31	23	86	9
6.	Invincibility	32	16	7	55	6
7.	Natural disaster management	6	28	11	45	5
8.	Divination	23	4	10	37	4
9.	Knowledge and ability of everything	13	14	10	37	4
10.	Superspeed	6	12	10	28	3
Total					855	87

Most wanted superpower, mentioned by 87% of respondents (855 out of 981 named superpowers) are associated with the ability:

- to fly - 19 percent;
- to be invisible: to disappear, to be transparent - 17 percent;
- read the thoughts of others: telepathy - 12 percent;
- be able to manage time: traveling on time, stopping, turning, etc. - 10%;
- teleportation: change of location - 9%;
- be irresistible: physical strength and emotional strength - 6 percent;
- manage natural elements: fire, ice, water, lightning, etc. - 5%;
- spell: magic, doing miracles by various means - 4 percent;
- be omniscient and fully capable: knowledge of everything, concentration, thinking, various talents (languages, science) and scientific achievements - 4%;
- to be super-fast: to move and run very fast, to be able to be everywhere - 3 percent.

In addition to the superpowers listed, there are others: the power of superheroes (identification with Marvel comic characters (Spider-Man, Hulk, Superman, Thor, Iron Man, etc.) and their superpowers / qualities; the power of healing and immortality (overcoming a pandemic, make a person immortal, timeless), the power of control of others (desire to predict and control people's feelings, behaviour, etc.), the power of transformation (turning into another person, animal, robot), the power of telekinesis (moving objects at a distance), the power of seeing through (organisms, walls, etc.), the power to change appearance (changes in one's personal appearance, physical beauty), the power to see the future (to know what lies ahead, the desire to warn / help others), the power of courage (self-confidence, overcoming fears).

8.2 Topical problems

During the research of the project, the aim was to find out more complex issues - what relevant problems children / young people would like to solve if they could.

53 percent (586 out of 1099 respondents) responded to the open-ended question "What ONE problem would you like to solve if you could?"

65 percent (586 out of 981 who identified clear problems) of children / young people aged 10-15 mentioned the most relevant problems they face or notice in society and in the world (see Table 8):

- Problems of mutual relations - 21 percent (identifying precise problems). Children / young people are most concerned about the problem of bullying they experience or see, which is associated with peers or classmates and their actions. Particularly relevant are the problems associated with the relationship between friendship and love. The most common is the desire to make real friends, reconcile with friends, find a boyfriend or girlfriend. Problems arising from the family are also very relevant. Children / young people report problems such as not communicating with their parents, caring for younger siblings, complicated relationships with siblings, parental bullying and domestic violence;

- Problems of learning and learning motivation - 19 percent (identifying precise problems) of children / young people see the biggest problem in themselves. They think they have something to do to better to learn, they constantly perceive themselves as not paying or not being able to do something. This lack of knowledge is directly related to the lack of good learning outcomes among children / young people and the biggest problem here is the grading system. Other problems related to loss of learning motivation (unwillingness to attend school) or weakening (heavy workload, dissatisfaction with the learning environment, etc.) are also identified;

- Health and mortality problems - 12 percent (identifying precise problems). Most of these problems are related to the Covid-19 pandemic and the desire to get out of the constraints, inconveniences and morbidity of the pandemic as soon as possible. The problem of human mortality is also relevant, because one wants to protect their loved ones from death, from aging and to be immortal to oneself;

- Global problems - 12 percent (identifying precise problems). Children / young people mentioned what they considered to be global problems such as discord (between states and general hostility), wars, deprivation and hunger, lack of empathy and injustice;

- Emotional state and self-control problems - 8 percent (identifying precise problems). These children / young people report problems related to dissatisfaction with personal or societal negative reactions and emotions to certain events and other people. Personal problems are also mentioned - personal guilt about a behaviour or event, lack of self-control, loss of self-control;

- Personal problems - 8% (identifying precise problems). Children / young people are most concerned about their own timidity and lack of self-confidence and / or those around them. The inactivity of children / young people and the avoidance of engaging in any active activities are related to these problems;

- Pollution and environmental problems - 7% (identifying precise problems). Children / young people raised the issue of environmental pollution, climate change and the need to address them, and mentioned the negative effects of climate change and its consequences (unmanageable natural disasters). There were also concerns about ecology, waste sorting, animal welfare issues;

- Communication problems - 5 percent (identifying precise problems). Children / young people face personal communication problems due to inability to communicate their thoughts, lack of skills for "live" (non-virtual) communication, fear of public speaking and unfriendliness of others, which discourages communication;

- Appearance problems - 4 percent (identifying precise problems). Personal physical appearance, according to some children / young people, is also an issue they would like to address. The answers received show that children / young people are not affected by their appearance, their body. They would like to see themselves different - something more perfect: more beautiful, slimmer, more athletic or more attractive.

Table 8. Topical problems.

No.	Problematic areas	Kaunas region	Klaipėda region	Panevėžys region	Number of respondents	Percentage N=586
1.	Mutual relationships	49	38	36	123	21
2.	Teaching and learning motivation	30	45	34	109	19
3.	Health and mortality	27	21	23	71	12
4.	World (global)	19	32	18	69	12
5.	Emotional state and self-control	10	19	18	47	8
6.	Personal character	14	15	15	44	8
7.	Pollution and environmental	15	10	18	43	7
8.	Communication	16	7	8	31	5
9.	Appearance	6	8	9	23	4
10.	Living environment/living situation	3	3	1	7	1
11.	Phobias	2	3	2	7	1
12.	Restriction of freedom	0	3	3	6	1
13.	Human rights	2	3	1	6	1
Total					586	65

In addition to the problems already mentioned that children / young people aged 10-15 face in person or notice in the immediate environment and in the world, other less relevant issues should be mentioned: Living environment / living situation problems (dissatisfaction with the environment and life in one's home or place of residence) to live more beautifully, comfortably, better); Problems caused by phobias (desire to get rid of phobias experienced individually, as well as the desire to influence society in order to eradicate such phobias as homophobia, etc.); Problems of freedom restraint (negative attitude towards control. Desire to be free in personal decisions about behaviour, choices, appearance, etc.); Human rights issues (gender issues and racism).

The other 26 percent (290 out of 1099 respondents) of children / young people answered the question about the problems, but provided answers such as "I don't know, no problems, no such problems at all" or their answers were vague ("To avoid recurring problems"; "). 20 percent (223 out of 1099 respondents) did not provide any answer to this question. Assessing the number of non-responses and non-specific problems, it could be assumed that 46% the young people who participated in the project research survey do not tend to identify relevant issues or do not make them significant.

Analysing the identified superpowers and problems to be solved by unique children / young people, an attempt was made to determine whether there were links between the identified desired superpowers and the problems they would like to solve. Some of the named superpowers (flying, teleportation, natural element control, all-knowing and ability, super-speed, superheroes, divination, control on others, transformation, telekinesis) do not allow to link them to the identified personal or global problems identified by children / young people and to solve them. It is likely that these superpowers will further reveal the fantasy world and fields of interest of children / young people of this age (games, communication topics, films, information in cyberspace, etc.).

However, the naming of superpowers such as invisibility, thought reading / telepathy, time management, invincibility, healing / immortality and problems allow us to anticipate certain links between the child / young person's desired superpower and the solution of a problem that is personal or global:

- The power of invisibility could, in their view, help to solve problems such as domestic violence, disagreements, fear of communication, timidity or friendliness (e.g. "Domestic violence", "Fear", "Eliminate bullying", "Avoid anger between people", "So that I can get along better with all my classmates", "Be brave" and so on.);
- The power of mind reading / telepathy is associated with solving problems such as lack of communication and anger (between generations, family or friends), avoidance, mismatch and loneliness of other people (e.g. "not talking to adults", "guessing lies", "I would like to adapt", "Why is my family getting into fight and argument?", "I would like to get along perfectly with everyone", "I would like to have a real friend", "I would like to make connections with some friends", etc.);
- The power of time management, according to children / young people, would help them to deal with problems that are of personal concern to them, such as high workload and guilt, fear of making mistakes (e.g. "I could rest after stopping time", "heavy workload", "not to be afraid to make mistakes");
- The power of invincibility is associated with overcoming problems related to personal lack of courage or distrust, physical or psychological violence, the elimination of evil and the abuse / oppression of the weaker ones (e.g. "courage", "confidence", "I would like my parents to always listen to me", "To defeat the enemies without harming me");
- The power of treatment and immortality, according to children / young people, would help to solve problems such as pandemics and the loss of loved ones, such as "eradicating the Corona virus", "keeping all children healthy", "dying to live forever", "So that people do not die").

IV. Summary / Conclusions

• Self-assessment and assessment of their own behaviour:

- About half or more children / young people **rarely or never** stay away without a phone or computer all day and can easily talk to a stranger.
- About half or more children / young people always or often prefer to correspond rather than communicate live and compare themselves to other children.
- About a third of children / young people **rarely or never** ask for help when they need it; are satisfied with their appearance; easily come up with something to do when there is nothing to do; not afraid to oppose others when they disagree with their views; feel bold when speaking in front of their classmates.
- About a quarter of children / young people **rarely or never** boldly ask a teacher if they do not know something; advocate for family members in case of trouble; like to perform tasks in a team.
- About one-fifth of children / young people **rarely or never** feel comfortable going to the store alone; receive help when they need it; have someone to talk to about things that are important to them.

• Reading.

Just over a tenth of children / young people love to read. A significant proportion of children said they enjoyed reading a little. Most children / young people enjoy reading because they find it interesting and learn something new by reading. However, almost half (44%) of the respondents to the project survey indicated that they did not like reading at all. Children / young people usually list the following three reasons why they do not like reading - they find more fun in other activities than in reading, they find it boring to read and they do not like to read because adults force them to read and they can't find an

interesting book. The latter two motives may indicate that reading according to the school curriculum and under adult supervision has little motivation for children to read. They may not be interested in the selected / required literature, and the restriction and control of autonomy creates resistance to this activity.

- **A game related to reading.**

Children / young people who like to read are much more likely to think that they are more likely to play a game with some reading-related tasks than children who do not like to read. Assessing the results of all children / young people in general, it can be seen that about half of the children / young people would like to play such a game, a quarter do not know. It is likely that some of them would still like to be involved in these activities.

- **The analysis of the most popular and recommended books** showed that the books read by children / young people can be divided into the following topics: everyday life of peers; hilarious detective stories; animal adventures; fiction, magic; horror stories; stories based on real facts. Children / young people were most interested in books with lots of interesting adventures and events, fun and funny events, lessons and historical knowledge.

- **Favourite characters.** Kids / teens love characters who are funny, cheerful, strong, smart, super-powerful and fair. As for the appearance of the characters, they like beautiful, looking like a mystical / non-existent creature with a young look, strong or muscular characters.

- **Leisure and topics of interest.** Most of the children / young people surveyed said that they enjoy playing computer / phone, watching movies / videos, playing music with friends, listening to music and riding a bike / scooter or skateboard in their free time.

- **Topics of most interest to children and young people include:** computer games, travel, nature / plants / animals, music, space, adventure, jokes / science fiction / magic.

- **Computer games.** The majority (88%) of the surveyed children / young people play computer games. Only about a tenth of respondents said they do not play such games. 40% of children / young people play computer games every day, a third a few times a week and a fifth a few times a month or less. Minecraft and Roblox are currently the most widely played games for children / young people aged 10-15.

Children and young people who do not play computer games often indicated that they were not interested in playing. The less frequently mentioned reasons were the following – they do not find an interesting game and parents do not allow to play.

- **Behaviour of children / young people playing computer games.** Almost half of children / young people work hard to overcome difficulties when playing computer games. Others behave a little more moderately - over 40 percent tries to overcome difficulties several times and fails to do so, and just over a tenth immediately stops aiming and stops playing.

It should be noted that a significant part of children / young people do not feel stressed emotionally when they lose a game - 38% said it didn't matter to them, and just over a fifth said they felt good about losing a computer game. Still, it is important to note that a number of children / young people experience quite strong negative feelings when they lose games. Most of them experience anger and sadness. One-fifth criticize themselves, one-tenth blame those around them. About 9-4% experience very strong negative sensations. They feel guilty, scrap things, want to cry, feel worthless, feel shaky / anxious or even stop taking an interest in everything.

It is noteworthy that children are much more likely to discuss with friends and relatives cases where they are successful in playing computer games than when they are unlucky. It should be noted that one third of children / young people do not discuss their feelings about the game with others, and a quarter do not turn to friends or relatives when they fail to overcome challenges and do not wait for their support / encouragement.

- **Favourite Youtubers.** 60 percent kids / teens are active fans of YouTube because they were able to name their favourites. 50 percent of the top 10 YouTubers are Lithuanians, who attract over 788 thousand followers of various ages (probably children and youth).

- **Superpowers and current issues:**

- 89 percent. children / young people, in response to the open-ended question "What kind of superpower would you like to have?", identified specific superpowers they wanted. The most wanted powers associated with the ability to: fly, be invisible, read the minds of others, manage time, teleport, be invincible, control the elements of nature: fire, ice, water, lightning, etc., spell, be omniscient and all-mighty, be super-fast.

- 53 percent of participants in the study indicated what relevant issues they would like to address if they could. The most pressing issues for children / young people aged 10-15 can be divided into two areas:

1. personal and emerging problems (e.g. problems with relationships, motivation to teach and learn, emotional state and self-control, personal character, communication, appearance problems);
2. existing in society and in the world (e.g. health and mortality, global, pollution and environmental issues).

Half of the named superpowers are for solving personal problems or problems in the immediate environment, such as: domestic violence, disagreements, fear of communication, unfriendliness, heavy load of learning and responsibilities, guilt, fear of making mistakes, lack of courage or distrust, loss of loved ones or others.

V. Recommendations

- It is necessary to note the findings of the secondary data review on the dependence of children / young people on screens and the increasing time they spend at computers and telephones. It is advisable to integrate advice on the necessity and health benefits of breaks and rest from computers / phones when developing education and games.

- The survey data showed that other equally important reasons for not reading were: children / young people have difficulty concentrating, do not understand what they are reading or have difficulty in the process of reading. These reasons for not reading may indicate that children / young people may be experiencing reading and concentration challenges, so more attention should be paid to identifying their reading characteristics and needs (perhaps some children / young people may have dyslexia, difficulty concentrating, hyperactivity, etc.).

In addition, children / young people indicated in their comments that they do not read due to lack of time. This aspect should be considered with particular care, as over-schooling and extra-curricular activities are increasingly placing children on very busy agendas, exhausting them and leaving children at risk of rest, anxiety, urgency and burnout at a younger age. To manage these risks, it is advisable to develop comprehensive services that involve parents, schools, and children in more time-saving planning practices.

- It is very important to note that a significant number of children / young people do not share their feelings and play experiences with friends and relatives. As computer games become an increasingly important part of children's and young people's lives, they should be encouraged to talk about the feelings, emotions and experiences they generate (for example, by setting up game clubs or initiating game discussions).

- It is also very important to pay attention to the feelings caused by defeat during computer games. Although many children / young people said that it did not matter to them whether they felt good when they lost such games, a significant proportion of children / young people said that losing and failing caused them negative emotions (resentment, anger, sadness, self-criticism or blaming others). And some children also experience very intense negative feelings, such as a desire to break things or cry, guilt, trembling and anxiety, a reluctance to take an interest in the world, or a feeling that they are worthless. These are very important signals that children / young people should be helped to deal with their feelings and develop appropriate practices to respond to play failures or to recognize greater problems caused by games.

- Use information about eye-catching characters and book genres / themes of interest to children and young people aged 10-15 who are interested in leisure and hobby topics or the most desirable superpowers to engage and involve children / young people in future projects and into use of the products developed and participation in the activities.

- After evaluating the time spent by children / youth in the virtual environment and the popularity of YouTuber / Vloggers, it is recommended to use virtual content creators in Lithuania to publicize the project products. In this way, young people can be better reached and involved in the project or other library activities and encouraged to read more.

- Take into account the social and psychological problems identified by children / young people when developing the game, compiling thematic book collections and developing the content of educational programs. To strive for the developed products and services to enable the children / young people involved in the activities to solve the problems at least partially independently.