

Audience Perspectives on Harmful and Offensive Media Content

Technical Report



Coimisiún
na Meán

IFCO
CÉLIS AGOITHIE SCANNÁIN NA HÉIREANN
IRISH FILM CLASSIFICATION OFFICE

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Chapter 1 Introduction

1.1 Purpose of this document

This document offers an in-depth and consolidated overview of the methodology used as part of the *Audience Perspectives on Harmful and Offensive Media Content* research project, conducted by Coimisiún na Meán (An Coimisiún) in collaboration with the Irish Film Classification Office (IFCO) and the Ombudsman for Children's Office (OCO).

1.2 About the research partners

Coimisiún na Meán

Coimisiún na Meán (An Coimisiún) is Ireland's commission for regulating broadcasters, providers of on demand media services and providers of intermediary services. It is also responsible for supporting media development. Established on a statutory basis in 2023, a key function of An Coimisiún is to devise and implement codes and rules for programme content. It is intended that this research will inform an updating of the code for radio and television, and the introduction and revision of a Code for on-demand services, thereby ensuring that the rules in the Code are evidence informed and reflective of contemporary Irish society. The research will also inform the way in which complaints about programme content are considered and responded to.

An Coimisiún co-commissioned this research with IFCO and funded it on a 50:50 basis. It led the scoping and design phases and coordinated the procurement of specialist expertise where needed. It was represented on the Steering Committee and Safeguarding Panel. See Appendix 17. An Coimisiún acted as data controller, ensuring compliance with all data protection obligations. Data analysis and reporting on foot of the quantitative phase and the focus groups with children was carried out by the Research and Strategy team in An Coimisiún. Analysis and reporting relating to adult focus groups were carried out by an external research agency, Bricolage.

Irish Film Classification Office

IFCO's mission is to provide the public, particularly parents and guardians, with the information and tools to make informed viewing choices for themselves and for those minors for whom they are responsible with regard to cinema and home entertainment material that is sold in Ireland. IFCO recognises that generally accepted standards, sensibilities, and sentiments change over time, hence why its role in guiding audiences to age-appropriate content should be supported by ongoing audience research. For that reason, it co-commissioned this research with An Coimisiún and funded it on a 50:50 basis. By doing so, it sought to inform its ongoing classification decisions and revisions to the IFCO Classification Guidelines.

IFCO was also represented on the Steering Committee and Safeguarding Panel. Officials from IFCO conducted the initial desk-based review, which provided the basis for the final desk-based review, available on the Coimisiún na Meán and IFCO website.

The Ombudsman for Children's Office

The Ombudsman for Children's Office (OCO) is an independent statutory body established in 2004 under the Ombudsman for Children Act 2002. It has two core statutory functions:

- to promote the rights and welfare of children up to the age of 18 years, and
- to investigate complaints made by or on behalf of a child concerning the administrative actions of public bodies, which have had, or may have had, an adverse effect on the child.

A key part of the OCO's role is to consult regularly with groups of children in promoting their rights and welfare. Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) guarantees children's right to express their views about issues that affect them, and ensures that their views must be given due weight according to their age and maturity. Importantly, the right not only requires children's views to be heard, but that their views are considered and taken seriously by decision-makers.

Given the OCO's specialist role, An Coimisiún and IFCO approached the Ombudsman in mid-2024 to explore its interest in partnering with them on the project. The OCO welcomed the opportunity to support children's participation in the research, and played a leading role in coordinating safeguarding measures, developing child-friendly information resources to support the research, and facilitating the focus group discussions in a safe and age-appropriate manner. They also developed the child-friendly version of the children's focus group report, in collaboration with An Coimisiún and IFCO, available on the Coimisiún na Meán, IFCO and OCO websites.

1.3 Content Warning

The *Audience Perspectives on Harmful and Offensive Media Content* research project includes consideration of the topic of harmful or offensive media content. As such, there are some references to themes including suicide, self-harm, violence including sexual violence, graphic violence and domestic abuse. Nowhere within the reporting for the research project is there detailed descriptions of this content. Yet, it is important to acknowledge that these topics are highly sensitive and may be distressing or upsetting for some readers. For that reason, should any reader need support, a list of resources and support services was included at the end of the final report (Appendix 16). This appendix also includes information about reporting harmful content, making a complaint or offering feedback to the regulators.

1.4 Understanding key terms

Key terms referred to throughout the research project are defined below.

Children: Persons under 18 years.

Dangerous or harmful behaviour: Any decision or action which causes, or has the potential to cause, harm, injury, or pain to individuals whether this is intentional or not. Examples include bullying, drug use, suicide, self-harm and anti-social behaviour.

Harm: Harm includes mental, psychological, or physical harm.

'Offence' and 'Undue offence': Matters which cause offence can, and frequently do, differ from person to person and are largely subjective in their nature. There can be no guarantee that content will be free from offence, and there is no right not to be offended. However, undue offence can occur when an individual or group of individuals believe content has crossed a line that results in serious or widespread offence, beyond what can reasonably be justified. Justification may depend on consideration of such factors as editorial appropriateness or public interest value.

Older adults: Adults who are 55 years or older.

Older children: Children aged between 13 and 17 years inclusive.

Parents: This is understood as including parents, guardians, grandparents and others who have children under 18 years in their care. It does not include survey respondents whose adult children are living with them. By the same token, 'fathers' are adult survey respondents who reported that their gender is male and that they have children under 18 years in their care, and 'mothers' refers to adult survey respondents who reported that their gender is female and that they have children under 18 years in their care.

Sexual content: Material depicting or referencing sexual activity and behaviours. It may be explicit including depictions and descriptions of actual sexual activity. It can also be implicit where the activity and behaviours are referenced visually or verbally.

Strong language: Strong language in this research was understood to incorporate coarse language or swearing, or language that discriminates based on one or more of the following characteristics: ethnicity/race/minority status, gender, sexuality, religion, disability, or age.

Violence: Violent content is understood in this report as content that portrays physical, sexual, or emotional violence. Physical violence occurs when someone uses a part of their body or an object to control a person's actions. Sexual violence occurs when a person is forced to unwillingly take part in sexual activity. Emotional violence occurs when someone says or does something to make a person feel stupid or worthless such as coercive control. The intensity, duration, detail and impact of the violence received particular attention during the research.

Younger children: Children aged between 8 and 12 years inclusive.

1.5 Regulatory Context

Coimisiún na Meán was established in March 2023, further to the provisions of the Online Safety and Media Regulation Act 2022. It is responsible for developing and regulating a thriving, diverse, creative, safe and trusted media landscape. In doing so, it uses a range of tools. The following are of particular relevance in the context of this research:

- **Media Service Codes:** These govern the standards and practices of broadcasters and providers of audiovisual on-demand media services. A range of codes and rules are currently in place including the Code of Programme Standards and the Audiovisual On-Demand Media Services Code. The former prohibits broadcasters from broadcasting anything which may reasonably be regarded as causing harm or undue offence. The latter requires providers of on-demand services to provide sufficient information to audiences about the potentially harmful nature of content. It also requires them to take measures to ensure that pornography or content that contains gratuitous violence are only made available in a way that ensures children will not normally see or hear them. Examples of such measures are specified, including content warnings, parental controls and age assurance tools.
- **Education and outreach activities:** An Coimisiún has implemented and supported an extensive range of activities that seek to empower audiences with the skills and knowledge to make informed media choices. It has also produced a range of guidance materials and resources tailored to key audiences such as parents and teachers.
- **Media development activities:** Through its funding and sponsorship schemes, licensing of broadcasters, and oversight of the funding and commitments of Public Service Media (PSM) organisations, An Coimisiún seeks to ensure that audiences can benefit from the availability of high quality media content, while also being protected from its potential harms.

IFCO is responsible for examining and certifying all cinema films and videos/DVDs distributed in Ireland. Its aim is to provide the public, and parents in particular, with a modern and dependable system of classification that:

- protects children and young persons
- has regard for freedom of expression, and
- has respect for the values of Irish society.

The role of IFCO was established under the Censorship of Films Act, 1923 and expanded upon in the Video Recordings Act, 1989. This legislation is framed so as to allow IFCO reflect the prevailing social values of the day. Its classification guidelines support the public, and parents in particular, to research the suitability of cinema releases or video works for themselves or their families, and make informed decisions, using not just the age classification awarded but also the detailed consumer advice available on the IFCO website.

The Broadcasting Act 2009, as amended by the Online Safety and Media Regulation Act 2022, ('the Act') states that a broadcaster shall not broadcast anything which may reasonably be regarded as causing harm or undue offence. As such, in 2024, Coimisiún na Meán and IFCO jointly designed and commissioned research into audience attitudes, expectations and concerns regarding potential sources of harm or offence in media content, and the effectiveness of associated regulatory measures.

1.6 Research aims and questions

The research focused on content related to:

- violence
- sexual content and nudity
- dangerous or harmful behaviours, and
- strong language.

The research aimed to:

- inform An Coimisiún and IFCO in designing and delivering regulatory measures that are appropriately robust, while respecting rights to freedom of expression
- ensure that classification decisions, guidance, standards and codes continue to support Irish audiences in making the viewing decisions that meet their needs
- support industry in protecting audiences from potentially harmful, offensive or unduly offensive material in media content.

Within those broad aims, the following research questions guided the study:

Question 1: What are the attitudes, expectations and concerns of children and adults regarding these types of media content when encountered via linear television, radio, cinema, home entertainment, and on-demand (streaming) services respectively?

Question 2: With reference to the categories of content set out above, how aware are adults and children of existing regulatory measures?

Question 3: What are adults' and children's perspectives regarding the effectiveness of existing regulatory measures in protecting audiences (including children, vulnerable adults, and minority groups) from harm, offence and undue offence arising from such content?

Chapter 2 Methodology

This section provides an overview of the four interconnected research phases completed as part of the *Audience Perspectives on Harmful and Offensive Media Content* research project. The four phases included i) a desk-based review, ii) a quantitative survey of adults, iii) focus group discussions with adults, and iv) focus group discussions with cohorts of both younger and older children. The methodology for each phase is set out below, with support documentation included in the appendices.

2.1 Desk-based review

To inform the scope and design of the research, a desk-based review was conducted by An Coimisiún. The desk-based review built on a previous summary document developed by IFCO and focusses on several case study countries. It highlights findings regarding media consumption habits, audience attitudes towards specific types of content, as well as their expectations of how content should be regulated. Relevant studies from Ireland and other jurisdictions were included in the review. The desk-based review was updated iteratively throughout the research process to incorporate more recent studies relevant to each case study country as they emerged. In this way, the desk-based review continued to inform not only the design phase, but subsequent phases also.

It should be noted that the desk-based review was conducted to present an indicative view of the work of similar classification bodies and media regulators of comparable sizes, in culturally linked territories, primarily Europe. Each case study country was chosen due to their potential relevance in the context of the respective functions of An Coimisiún and IFCO. The case study selection process also considered key themes that emerged from IFCO’s previous research, which covered issues such as self-harm and sexual violence, discrimination, and consent. Including literature that captured the voices of children and young people was also prioritised, as previous IFCO research suggested that their perspectives yielded valuable insight.

The final output from the desk-based review is included in the separate report, available on the Coimisiún na Meán and IFCO websites.

2.2 Online survey of adults

Phase 1 of the research consisted of a single online survey conducted by IPSOS B & A on behalf of An Coimisiún and IFCO between July and August 2024. It covered all four types of harmful or offensive content, including violence, dangerous or harmful behaviours, sexual content and nudity, and strong language. A total of 1,002 adults responded to the survey anonymously. Respondents were drawn from the IPSOS B & A online panel, and quota controls were used to ensure a nationally representative sample. A non-exhaustive overview of demographic data collected as part of the survey, and total number of respondents, is provided below.

Gender	Number of respondents
Women	510
Men	487
Non-Binary	3
Prefer not to say	2

Age group	Number of respondents
18-24	116
25-34	161
35-44	198

45-54	181
55-64	148
65+	198

Working status	Number of respondents
Working full time (30+ hours per week)	491
Retired	167
Working part-time (Less than 29 hours per week)	163
Full-time homemaker (looking after family)	61
Unemployed – due to illness/disability	51
Student not working	24
Unemployed – looking for work	22
Student working as well as studying	17
Prefer not to say	6

Social grade	Number of respondents
DE (Semi-skilled & unskilled manual occupations, Unemployed and lowest grade occupations)	273
C1 (Supervisory, clerical & junior managerial, administrative, professional occupations)	267
AB (Higher & intermediate managerial, administrative, professional occupations)	256
C2 (Skilled manual occupations)	188
F (Farmers and Agricultural Workers)	18

Parental status	Number of respondents
Parents of 17 and under	342
Not a parent of 17 and under	660

Parent by age of children and younger people	Number of respondents
12 and under	266
13-17	137

County	Number of respondents
Dublin	293
Cork	114
Galway	61
Limerick	54
Kildare	49
Wexford	37
Louth	35
Mayo	33
Wicklow	31
Waterford	31
Kerry	27
Tipperary	26
Meath	24
Clare	23
Sligo	21
Offaly	19
Donegal	19

Westmeath	17
Kilkenny	16
Carlow	14
Roscommon	13
Laois	13
Cavan	11
Leitrim	10
Monaghan	7
Longford	4

The survey assessed respondents' perspectives across key topics related to each of the research questions. A total of 61 questions were asked. Question types were mixed (e.g., yes/no questions, multiple choice questions, rating questions, etc.). Depending on how respondents answered key questions early in the survey, they were routed to different follow-on questions. For that reason, respondents typically answered considerably fewer than 61 questions. The average length of time to complete the survey was 20 minutes.

IPSOS B & A provided An Coimisiún with data tables relating to each question, alongside cross-tabular analysis by key demographics. These were further analysed by the Research and Strategy team in An Coimisiún, and findings were grouped under eight headings as follows:

1. Media consumption
2. Media literacy levels
3. Concern regarding harmful or offensive content
4. The four content types
5. Children's engagement with content
6. Guidance and content warnings
7. Behaviours in response to encountering harmful or offensive content.
8. Regulation.

The results of the survey are outlined in full in the quantitative survey background report, available on the Coimisiún na Meán and IFCO websites. Note that in some instances, in the report, when a figure presents values as a percentage of a whole, the total value adds to +/-1% point off 100%. This is not an error in calculation. It is linked with the stylistic choice to include percentage figures as whole numbers, without decimal places, throughout. This decision has been made with accessibility of the report's findings in mind.

Survey questions are outlined in full in Appendix 1 of this report.

2.3 Focus group discussions with adults

Twelve in-person focus group discussions with adults took place in November and December 2024 and were facilitated by Bricolage, an external company appointed by Coimisiún na Meán. Each focus group discussion involved between 6 and 8 participants and was typically 90 minutes in duration. Sample recruitment was conducted by Bricolage.

To ensure the focus groups reflected a broad cross-section of society, Bricolage leveraged its recruiter networks to select participants using purposive criterion sampling. This approach targeted adults who met specific predefined criteria, while also incorporating maximum variation sampling to capture a diversity of perspectives within those criteria. As part of this process, steps were taken to recruit a representative mix of parents, of both younger and older children; non-parents; people of different genders; and social backgrounds. A full breakdown of the location, consumer segment, and the stimuli discussed at each focus group discussion is outlined in Table 1, overleaf:

Table 1 Adult in-person focus group overview

FGD	Location	Consumer segment	Gender	Stimuli list
1.	Dublin	Mix of non-parents and parents	Mixed gender	Violence / Dangerous or harmful behaviours
2.	Dublin	Parents with kids aged 12 and under	Mixed gender	Violence / Dangerous or harmful behaviour
3.	Galway	Mix of non-parents and parents	Mixed gender	Violence / Dangerous or harmful behaviour
4.	Galway	Parents with kids aged 12 and under	Mixed gender	Violence / Dangerous or harmful behaviour
5.	Galway	Parents with kids aged 13-17	Mixed gender	Violence / Dangerous or harmful behaviour / Sexual content and nudity
6.	Dublin	Parents with kids aged 13-17	Female	Violence / Dangerous or harmful behaviour / Sexual content and nudity
7.	Athlone	Mix of non-parents and parents	Mixed gender	Violence / Dangerous or harmful behaviour
8.	Athlone	Parents with kids aged 12 and under	Mixed gender	Violence / Dangerous or harmful behaviour
9.	Cork	Mix of non-parents and parents	Mixed gender	Violence / Dangerous or harmful behaviour
10.	Cork	Parents with kids aged 12 and under	Mixed gender	Violence / Dangerous or harmful behaviour
11.	Athlone	Parents with kids aged 13-17	Mixed gender	Violence / Dangerous or harmful behaviour / Sexual content and nudity
12.	Cork	Parents with kids aged 13-17	Male	Violence / Dangerous or harmful behaviour / Sexual content and nudity

Stimuli used

Note that “stimuli” referenced in the table above refers to two to three short clips from film and television shown to focus group participants that depict potentially harmful or offensive content within the scope of the research. Different stimuli were used to encourage discussion around the research questions. Each clip was selected based on its treatment of one of the four themes (violence, sexual content and nudity, dangerous or harmful behaviours, and strong language). However, note that the theme of strong language was considered through the lens of other themes. The names of the movies and shows used, a brief description of the scenes shown, and a rationale for their inclusion is included in Appendix 15.

Discussion themes

Briefly, each focus group discussion followed the below structure, although the topic of sexual content and nudity was only shown in some workshops, as set out in Table 2.1:

1. Introductions
2. Media Consumption
3. Monitoring Content
4. Topic Area + Clips - Violence
5. Topic Area + Clips – Dangerous or Harmful Behaviours
6. Topic Area + Clips - Sexual Content and Nudity
7. Summary

Observation and recording

Researchers from Bricolage facilitated all focus groups. Sessions were recorded using an Owl 360-degree video conferencing camera, linked to Zoom. Some members of the core project team attended online in an observational capacity. The observers were introduced to participants prior to the commencement of the focus

group discussion, and the reason for their attendance was explained, but they were not visible to participants during the discussion. Access to session recordings was granted only to the core project team. Bricolage then transcribed, coded and analysed the data thematically. Transcriptions were stored on Bricolage's systems and deleted upon completion of the research project.

Additional appendices

Appendix 2 includes the Data Protection Privacy Notice for the focus group. The full discussion guide used by facilitators is available in Appendix 3 of the report. Appendix 4 includes the consent form completed by focus group participants prior to engagement in the workshops. The Participant Information Note is included in Appendix 5. The final published report setting the findings of the focus group discussions with adults is available on the Coimisiún na Meán and IFCO websites.

2.4 Focus group discussions with children

Eight in-person focus group discussions with children took place in November and December 2024. All were designed and facilitated in person by the OCO, who have specialist expertise in facilitating discussions with children across all age groups.

Sample recruitment was overseen by the OCO, and every effort was made to achieve a regional and diverse representation of children. As such, focus group discussions took place in a range of schools and one youth club, with particular efforts made to ensure representation from children and younger people within:

- DEIS (Delivering Equality of Opportunity in Schools) schools, which have a higher number of students at risk of educational disadvantage, and
- schools that have a large proportion of ethnic minority students.

Teachers and, in the case of the youth club, a youth worker, acted as a key point of contact in recruiting children. Each focus group discussion involved between 6 and 10 participants and was typically 90 minutes in duration. Participants involved in focus group discussions were aged between 8 and 17 years inclusive. A full breakdown of the location, consumer segment, and stimulus discussed is outlined in Table 2.2 below:

Table 2 Child in-person focus group overview

FGD	Location	Consumer segment	Gender	Stimulus
1.	Dublin	Younger children aged 8 – 12	Male	Violence / Dangerous or harmful behaviour
2.	Dublin	Older children aged 13 - 18	Mixed gender	Violence / Dangerous or harmful behaviour / Sexual content and nudity
3.	Galway	Younger children aged 8 – 12	Mixed gender	Violence / Dangerous or harmful behaviour
4.	Galway	Older children aged 13 - 18	Mixed gender	Violence / Dangerous or harmful behaviour / Sexual content and nudity
5.	Athlone	Younger children aged 8 – 12	Primarily male	Violence / Dangerous or harmful behaviour
6.	Athlone	Older children aged 13 - 18	Mixed gender	Violence / Dangerous or harmful behaviour / Sexual content and nudity
7.	Cork	Younger children aged 8 – 12	Mixed gender	Violence / Dangerous or harmful behaviour
8.	Cork	Older children aged 13 - 18	Primarily	Violence / Dangerous or harmful behaviour / Sexual content and nudity

Stimuli used

As with adult focus group discussions, two to three short, age-appropriate media clips were shown to each focus group. The focus group discussions with younger children did not consider the theme of sexual content

and nudity, and the theme of strong language was considered through the lens of the other two themes (violence, and dangerous or harmful behaviours). As with adult focus groups, the list of media clips used in focus group discussions is included in Appendix 15. Clips used as part of the focus group discussions with children are explicitly flagged in the appendix.

Discussion themes

Briefly, each discussion followed the below structure:

1. Introduction
2. Discussion on media consumption
3. Topic Area + Clips – Violence
4. Topic Area + Clips – Dangerous or Harmful Behaviours
5. Summary

Observation and recording

Researchers from the OCO were present at all focus groups in a facilitator role. Members of the Safeguarding Panel attended in an observer capacity, and Coimisiún na Meán was responsible for recording, which was completed using a physical auditory recording device. Steps were taken to ensure no personally identifiable information was shared during the recording. After sessions ended, audio recordings were uploaded to a password protected digital folder and transcribed using an external transcription service. Transcriptions were stored on An Coimisiún's systems and deleted upon completion of the research project.

Additional appendices

The Data Protection Privacy Notice is available in Appendix 6. The guide used by OCO facilitators to structure discussions is included in Appendix 7 (for younger children) and Appendix 8 (for older children). The Participant Information Note for parents is included in Appendix 9. The parental consent form is included in Appendix 10. The assent form for younger and older children are included in Appendix 11 and 12. The age-appropriate information booklets provided to facilitate understanding of the research are included in Appendix 13 and 14.

2.5 Data analysis and reporting

As outlined in Section 2.2, IPSOS B & A provided data tables from the survey, which were analysed by the Coimisiún na Meán research team. All focus group discussions with adults and children were recorded, transcribed and their transcripts thematically coded for analysis. A final report has been published, covering all phases of research, and is available on the Coimisiún na Meán and IFCO websites.

Detailed findings from the individual phases of research (desk-based review, quantitative survey, focus group discussions with adults, focus group discussions with children) are also included in separate reports, also published. The OCO also developed a child-friendly version of the report relating to the focus group discussion with children. All reports, alongside an infographic summarising the key findings and main conclusions from the research are available on the Coimisiún na Meán and IFCO websites. Reports relating to the perspectives of children are also available via the OCO.

2.6 Caveats and limitations

While the research team has taken every measure to provide a representative overview of attitudes towards harmful and offensive media content and its regulation in Ireland, there are different caveats and limitations associated with each phase of this research project. The main caveats and limitations are presented below.

Desk-based review

As noted, the desk-based review was not systematic in nature. Instead, the review focussed on countries that were culturally similar to Ireland and based primarily in Europe. The literature reviewed was also selective,

focussing on key themes previously identified by IFCO. As such, not all literature, relevant to the case study countries, has been incorporated. There will also be other countries, with a similar regulatory remit to Ireland, not included in the review. Additionally, while the desk-based review considered attitudes to regulatory measures in anglophone and non-anglophone countries that are culturally similar to Ireland, only English language literature was reviewed. While the research team was able to identify and incorporate English language literature for countries that publish primarily in another language, there is still a bias in the review towards regulation in anglophone countries.

As the desk-based review made up only a small piece of the wider research project, each of the limitations listed above was considered to present a low risk to the integrity of the overall research.

Online survey of adults

The online survey was completed by IPSOS B & A, drawing from their pre-existing online panel. While the sample was representative in nature, the use of an online panel to recruit participants will be inherently biased to individuals willing to sign up, and to complete an online survey. The online format of the survey also potentially impacted how respondents answered questions.

Despite these limitations, the online survey format was identified as the most appropriate approach to data collection for several reasons. First, it required less resource to deliver than in-person and postal surveys. Second, it was considered proportionate to the aims of the research, and the budget of the research project. Third, the subsequent focus group discussion phases of the research provided rich qualitative findings, which the research team used to test survey findings. This mixed method approach was incorporated to enrich survey findings, and to mitigate the inherent biases linked with the delivery of the survey via an online format only.

Limitations in focus group discussions

Both sets of focus groups discussions (adults and children) used media clips to stimulate conversation. As each discussion was limited to 90 minutes, the clips used were necessarily short. Participants would therefore not be aware of the full context of most clips, which may have affected their overall perception of scenes discussed. For example, if the issue of concern was resolved later in the movie/programme, but participants were not aware that was the case, the scene that was presented may appear more offensive or harmful. The opposite is also true, in that some participants may have previously seen the entirety of the movie/programme discussed, knowing that there was a resolution, ultimately reducing the extent to which they perceive the content as offensive or harmful.

Group dynamics, topic sensitivity, and cultural context also impacted how each focus group discussion unfolded. For example, some participants may not have felt comfortable sharing their perspective on sensitive topics in a group setting. There was also a risk that introverted participants are underrepresented, and extroverted participants overrepresented.

In relation to each of the points above (the impact of context on perceived harm / offence, the impact of group dynamics), the facilitators of each focus group played a key mitigatory role. That is, they guided conversation and encouraged all group members to participate. As outlined previously, facilitator guides are included, in full, in appendices 3, 7 and 8.

Finally, while every step was taken to ensure focus groups were representative in nature, in some instances, this was not possible. For example, in the children's focus groups, it was not possible to achieve a representative gender sample in all groups, due to school type. Moreover, one group was comprised of students from Transition Year (TY) only, unlike other groups of older children which included a broader range of age groups from 13 to 17. This may have influenced the group dynamic, and the ways in which participants engaged with the themes. As above, in these instances, facilitators tried to collect a balanced perspective through the ways in which each focus group discussion was moderated. For example, in the case of the focus group discussions with TY students, facilitators asked participants to consider what their perspective might have been when they were younger.

2.7 Ethical considerations and informed consent

Ethical safeguards were included at all stages of primary data collection.

Online survey of adults

With regard to the design and delivery of the survey, the online web portal included a preamble, outlining the research aims, right to withdraw, and the type of data that would be collected. At no instance was personally identifiable information collected as part of the survey, and all the data that was collected related to the research questions only.

All survey participants were informed of the nature of the survey. While several questions in the survey relate to topics of a sensitive nature, these questions addressed attitudes to these topics generally and were considered to be at a low risk of causing psychological harm to the participant. As participants could exit the survey at any stage, additional safeguards in this area were not considered necessary.

Focus group discussions

In advance of the focus groups, a detailed overview of their purpose was circulated to participants. See appendices 2 and 6 for Data Protection Privacy Notices provided to participants in the adult and children focus groups. With regard to the focus groups involving children, parents were asked to view the clips and confirm that they consented to their child viewing the clips as part of the discussion. They were also required to complete a consent form and advised of their child's right to withdraw at any stage. Child participants completed assent forms in their own right.

The consent form signed by adult focus group participants is included in Appendix 4. The consent form signed by the parents of children participating in the children's focus groups is available in Appendix 10. The age-appropriate assent forms signed by children are included in Appendix 11 and 12. The age-appropriate information booklets provided to child participants are included in appendices 13 and 14.

Across all focus groups involving children, safeguarding measures were prioritised. The focus groups were designed and facilitated so as to invite children's views in an age-appropriate and interactive manner, and were underpinned by the [Lundy model of child participation](#). Key features of the focus groups included:

- as outlined, the development of child-friendly discussion guides to frame the discussion and ensure a consistent approach to exploration of the research questions
- the incorporation of child-friendly ice-breakers and methods of participation, and a facilitated discussion of topics such as respect, confidentiality and safety at the start
- spaces that were as comfortable and accessible as possible for children, with snacks and water available throughout
- the incorporation of a comfort break about half-way through each session
- as outlined, the inclusion of clear and accessible information on how participants' information would be used, the purpose of the consultation, who the organisers were and how they would let younger people know the findings and impact of those findings
- ensuring that teachers and youth workers remained on standby, alongside facilitators, to support children were there to be a safeguarding risk or were a child to become upset.
- brief oral reminders at each focus group discussion that they could withdraw consent at any stage,
- an explicit request at the start of each discussion that participants be mindful of their fellow participants and what other children may or may not be exposed to when responding to questions.
- brief reminders that, as recognised in the confidentiality agreements, if participants shared information that indicated a potential risk to either themselves or another child, the facilitators had a duty to follow appropriate reporting procedures for safeguarding purposes.

Safeguarding participants

A Safeguarding Panel was also established, involving nominated expert staff from An Coimisiún, IFCO, and the OCO (including staff who were not directly involved in the research project). Within its remit, the

Safeguarding Panel oversaw the design and delivery of the focus group discussions. The Safeguarding Panel met on three occasions between December 2024 and March 2025.

The panel ensured that:

- the research involving children (including design and delivery) were underpinned by the Lundy model of child participation
- clips shown were age-appropriate for the children in each focus group (for example, no child aged under 12 was shown clips at a higher rating than G or PG, and children under 16 were not shown clips that are rated higher than 12A or 15A)
- the different content types explored with each of the focus groups were age-appropriate for that group (for example, focus groups with children aged under 12 did not explore the theme of sexual content and nudity, and avoided sensitive themes within dangerous or harmful behaviours, such as suicide or drug-taking)
- the discussion guide and all guidance material and forms were age-appropriate and developed from a child rights perspective, and
- teachers or youth workers remained closeby and available to support were a child to become upset during the focus group discussions

Some of the Safeguarding Panel attended all focus group discussions in an observer capacity, including members of An Coimisiún's Research and Strategy team. A list of members of both the project's Steering Committee and Safeguarding Panel is available in Appendix 17 of this document.

Data protection

Appropriate data protection measures were in place for the various phases of the data collection process. This included separate data processing agreements with delivery partners. Where appropriate, with the adult focus group discussions, for example, a Data Protection Impact Assessment (DPIA) was used to identify what personal data was going to be collected from participants, and to ensure that appropriate data collection and storage processes were in place for the research project. The DPIA also established the role of An Coimisiún, and its respective research partners. A risk assessment was completed as part of the DPIA, and the research team liaised with the assigned Data Protection Office (DPO) in An Coimisiún to ensure compliance with internal processes, and the standards legally required as per the General Data Protection Regulation (GDPR).

All records that incorporated personal data were retained only for internal purposes for the duration of the research process and were destroyed once the research report has been published.

The OCO was the Data Processor on behalf of An Coimisiún in respect of participant contact information for the children focus group discussions, including names, ages, special requirements, and the names and contact details of their parents. Bricolage had similar responsibilities for adult focus group discussions. A Data Processing Agreement was established for each organisation which specified the security measures that were in place to ensure that personal data was protected.

To safeguard anonymity, no participant names have been included in any report, and "they / them" pronouns have been used throughout.

Addressing research bias

Several steps were taken to reduce researcher bias in the project. For example, all focus groups were recorded and transcribed, and data were subsequently thematically coded. In drafting the report, participant quotes were included to mitigate potential researcher bias and ensure participants' reality was presented in

their own words. Moreover, following drafting, the report underwent a peer review process and was updated in response to feedback from the peer reviewer.

Appendix 1 – Survey Questions

Good morning/afternoon/evening, we are from IPSOS B&A - the Irish Market Research Company and we are conducting a survey.

All responses will be treated in strictest confidence in compliance with market research guidelines issued by ESOMAR (European Society for Opinion & Market Research). If you have any comments about being asked to take part in this survey, please email us at XXXXXXXXXXXX.

The following survey is concerned with programme content and films available on different types of media, namely: television and radio stations; in cinemas, on DVDs / Blu Ray; on video on demand services such as Netflix; and on other streaming services that provide access to programmes and films.

When we speak about programmes or films, for the purposes of this survey, this includes TV, cinema, streaming AND radio. It does NOT include podcasts or short videos uploaded or shared on social media platforms such as videos on Tik Tok, Facebook or Instagram.

Section 1: Background questions

First of all, this first section includes some background questions to ensure that we have surveyed a true cross section of people and to help us understand the data for different groups.

ASK ALL 18+ SA

Q1. What county do you live in?

Carlow	
Cavan	
Clare	
Cork	
Donegal	
Dublin	
Galway	
Kerry	
Kildare	
Kilkenny	
Laois	
Leitrim	
Limerick	
Longford	
Louth	
Mayo	
Meath	
Monaghan	
Offaly	
Roscommon	
Sligo	
Tipperary	
Waterford	
Wexford	
Wicklow	

ASK ALL 18+ SA

Q2. What age are you?

18 – 24	
25 – 34	
35 – 44	
45 – 54	
55 – 64	
65 +	

ASK ALL 18+ SA

Q3. Are you?

Female	
Male	
Non-binary	
Another gender	
Prefer not to say	

ASK ALL 18+ SA

Q.3a Is the gender you identify with the same as your sex registered at birth?

Yes	
No	
Prefer not to say	

ASK ALL 18+ SA

Q4. What is your own current working status?

Working full-time (30 + hours per week)	
Working part-time (<29 hours per week)	
Unemployed – looking for work	
Unemployed – due to illness/ disability	
Retired	
Full-time homemaker (looking after family)	
Student, not working	
Student, working as well as studying	
Prefer not to say	

ASK ALL WORKING FULL/PART-TIME/WORKING STUDENT @ Q4. SA

Q5. Are you an employee or self-employed?

Employee	
Self-employed	
Self-employed farmer	

ASK ALL 18+ SA

Q6a. Please indicate to which occupational group the Chief Income Earner in your household belongs, or which group fits best.

- This could be you: the Chief Income Earner is the person in your household with the largest income.

- If the Chief Income Earner is retired and has an occupational pension, please answer for their most recent occupation.
- If the Chief Income Earner is not in paid employment but has been out of work for less than 6 months, please answer for their most recent occupation.

Farmer / Agricultural worker	
Semi-skilled manual work/ manual work requiring no specific skills (e.g. Manual workers, all apprentices to be skilled trades, Caretaker, Park keeper, non-HGV driver, shop assistant)	
Skilled manual worker (e.g. Skilled Bricklayer, Carpenter, Plumber, Painter, Bus/ Ambulance Driver, HGV driver, AA patrolman, pub/bar worker, etc)	
Supervisory or clerical/ junior managerial/ professional/ administrative (e.g. Office worker, Student Doctor, Foreman with 25+ employees, salesperson, etc)	
Intermediate managerial/ professional/ administrative (e.g. Newly qualified (under 3 years) doctor, Solicitor, Board director small organisation, middle manager in large organisation, principle officer in civil service/local government)	
Higher managerial/ professional/ administrative (e.g. Established doctor, Solicitor, Board Director in a large organisation (200+ employees, top level civil servant/public service employee)	
Student	
Casual worker – not in permanent employment	
Housewife / Homemaker	
Retired and living on state pension	
Unemployed for more than 6 months	
Not working due to long-term illness / disability	
Full-time carer of another household member	

ASK ALL 18+ SA

Q7. Are you the parent or guardian of a child under the age of 18?

Yes	
No	

ASK ALL PARENTS/GUARDIANS – YES @ Q.7. SA

Q8. What age is the child / children in your care?

Aged 12 years or under		
Aged 13 – 17 years		

ASK ALL PARENTS/GUARDIANS - YES @ Q.7. SA PER ROW

Q.9 How many children **aged 0-12 years** are in your care?

One	
Two	
Three	
Four or more	
None	

ASK ALL PARENTS/GUARDIANS - YES @ Q.7. SA PER ROW

Q.9a How many children aged 13-17 years are in your care?

One	
-----	--

Two	
Three	
Four or more	
None	

ASK ALL PARENTS/GUARDIANS - YES @ Q.7. MA

Q.10 What is the gender of the child/children under your care? **SELECT ALL THAT APPLY**

Male	
Female	
Non-binary	
Other gender identity / not listed	
Prefer not to say	

Section 2: Media type and viewing / listening

When we speak about programmes or films, for the purposes of this survey, this includes TV, cinema, streaming AND radio. It does NOT include podcasts or short videos uploaded or shared on social media platforms such as videos on Tik Tok, Facebook or Instagram.

ASK ALL 18+. SA PER ROW.

Q.11 In which of the following ways do you watch or listen to programmes and films?

Television channels (e.g., RTÉ, Virgin, TG4, ITV, BBC, Sky TV)	
Radio channels (e.g., RTÉ, local / community radio, Today FM, Newstalk)	
Cinema (e.g., Odeon, Omniplex, local independent cinema)	
Video on-demand streaming services (e.g., Netflix, Disney+, RTÉ Player, Apple TV)	
Other streaming platforms (e.g., YouTube, Google Play)	
DVD/Blu-ray	
Other	

ASK ALL PARENTS/GUARDIANS – YES @ Q.7. SA PER ROW. SELECT ALL THAT APPLY

Q.12 In which of the following ways do children under your care watch or listen to programmes and films?

Television channels (e.g., RTÉ, Virgin, TG4, ITV, BBC, Sky TV)	
Radio channels (e.g., RTÉ, local / community radio, Today FM, Newstalk)	
Cinema (e.g., Odeon, Omniplex, local independent cinema)	
Video on-demand streaming services (e.g., Netflix, Disney+, RTÉ Player, Apple TV)	
Other streaming platforms (e.g., YouTube, Google Play)	
DVD/Blu-ray	
Other	

ASK ALL 18+. SA PER COLUMN.

Q.13 How often, do you watch or listen to programmes or films at home? **SELECT ONE ANSWER.**

	Programmes and films at home
Every day	
At least 2-3 times a week	
Once a week	
Once every two weeks	
Once a month	
Less often	

Never	
Don't know	

ASK ALL 18+. SA PER COLUMN.

Q.13a How often, do you watch or listen to films in the cinema? **SELECT ONE ANSWER.**

	Films in the cinema
Every day	
At least 2-3 times a week	
Once a week	
Once every two weeks	
Once a month	
Less often	
Never	
Don't know	

ASK ALL PARENTS WITH CHILDREN AGED <12 YEARS – Q8 (ANSWER OPTION 1). SA PER COLUMN.

Q.14 How often, do children under your care (aged 0-12 years) watch or listen to programmes or films at home on their own/with friends? **SELECT ONE ANSWER.**

	Programmes and films at home
Every day	
At least 2-3 times a week	
Once a week	
Once every two weeks	
Once a month	
Less often	
Never	
Don't know	

ASK ALL PARENTS WITH CHILDREN AGED <12 YEARS – Q8 (ANSWER OPTION 1). SA PER COLUMN.

Q.14a How often, do children under your care (aged 0-12 years) watch or listen to films in the cinema on their own/with friends? **SELECT ONE ANSWER.**

	Films in the cinema
Every day	
At least 2-3 times a week	
Once a week	
Once every two weeks	
Once a month	
Less often	
Never	
Don't know	

ASK ALL PARENTS WITH CHILDREN AGED 13+ YEARS – Q.8 (ANSWER OPTION 2). SA PER COLUMN.

Q.15 How often, do children under your care (aged 13-17 years) watch or listen to programmes or films at home on their own/with friends? **SELECT ONE ANSWER.**

	Programmes and films at home
Every day	
At least 2-3 times a week	
Once a week	

Once every two weeks	
Once a month	
Less often	
Never	
Don't know	

ASK ALL PARENTS WITH CHILDREN AGED 13+ YEARS – Q.8 (ANSWER OPTION 2). SA PER COLUMN.

Q.15a How often, do children under your care (aged 13-17 years) watch or listen to films in the cinema on their own/with friends? **SELECT ONE ANSWER.**

	Films in the cinema
Every day	
At least 2-3 times a week	
Once a week	
Once every two weeks	
Once a month	
Less often	
Never	
Don't know	

ASK ALL PARENTS WITH CHILDREN AGED <12 YEARS – Q8 (ANSWER OPTION 1). SA PER COLUMN.

Q.16 In relation to children under your care, aged 0-12 years, how often do you watch or listen to programmes and films at home together? **SELECT ONE ANSWER**

	Programmes and films at home
Every day	
At least 2-3 times a week	
Once a week	
Once every two weeks	
Once a month	
Less often	
Never	
Don't know	

ASK ALL PARENTS WITH CHILDREN AGED <12 YEARS – Q8 (ANSWER OPTION 1). SA PER COLUMN.

Q.16a In relation to children under your care, aged 0-12 years, how often do you watch or listen to films in the cinema together? **SELECT ONE ANSWER.**

	Films in the cinema
Every day	
At least 2-3 times a week	
Once a week	
Once every two weeks	
Once a month	
Less often	
Never	
Don't know	

ASK ALL PARENTS WITH CHILDREN AGED 13+ YEARS – Q.8 (ANSWER OPTION 2). SA PER COLUMN.

Q.17 In relation to children under your care, aged 13-17 years, how often do you watch or listen to programmes and films at home together? **SELECT ONE ANSWER.**

	Programmes and films at home
Every day	
At least 2-3 times a week	
Once a week	
Once every two weeks	
Once a month	
Less often	
Never	
Don't know	

ASK ALL PARENTS WITH CHILDREN AGED 13+ YEARS – Q.8 (ANSWER OPTION 2). SA PER COLUMN.

Q.17a In relation to children under your care, aged 13-17 years, how often do you watch or listen to films in the cinema together? **SELECT ONE ANSWER.**

	Films in the cinema
Every day	
At least 2-3 times a week	
Once a week	
Once every two weeks	
Once a month	
Less often	
Never	
Don't know	

ASK ALL 18+. SA

Q.18 Do you have concerns about seeing or hearing potentially offensive or harmful content when you are watching or listening to programmes and films?

Yes	
No	

ASK ALL PARENTS/GUARDIANS - YES @ Q.7. SA PER ROW

Q.19 Do you have concerns about children under your care seeing or hearing potentially offensive or harmful content when they are watching or listening to programmes and films?

Yes	
No	

ASK ALL WHO SELECTED NO AT Q.18. MA. ROTATE

Q.20 Why do you not have concerns about seeing or hearing potentially offensive or harmful content when you are watching or listening to programmes and films? **SELECT ALL ANSWERS THAT APPLY TO YOU.**

I think content is already effectively regulated by the Government	
I think content is already effectively regulated by content providers (e.g. Radio/TV broadcasters, streaming services, cinemas, etc)	
I believe it is important that programmes and films reflect the realities of life, good and bad	
Other	

ASK ALL WHO SELECTED NO AT Q.19. MA. ROTATE

Q.21 Why do you not have concerns about a child/children under your care seeing or hearing potentially offensive or harmful content when they are watching or listening to programmes and films. **SELECT ALL ANSWERS THAT APPLY TO YOU.**

I think content is already effectively regulated by the Government	
I think content is already effectively regulated by content providers (e.g. Radio/TV broadcasters, streaming services, cinemas, etc)	
I believe it is important that programmes and films reflect the realities of life, good and bad	
Other	

RESPONDENTS WHO ANSWER NO AT Q.18 AND Q.19 - SKIP TO Q.47

SECTION 3: SPECIFIC TYPES OF CONTENT IN PROGRAMME AND FILMS

When we speak about programmes or films, for the purposes of this survey, this includes TV, cinema, streaming AND radio. It does NOT include podcasts or short videos uploaded or shared on social media platforms such as videos on Tik Tok, Facebook or Instagram.

A. ASK ALL WHO SELECTED YES AT Q.18. SA PER ROW. ROTATE.

Q.22 How concerned are you about seeing or hearing these types of content in programmes and films?

	Not concerned	Somewhat concerned	Very concerned	Don't know
Strong language				
Violence				
Sexual content and nudity				
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour)				

A. ASK ALL WHO SELECTED YES AT Q.18. SA PER ROW. ROTATE.

Q.23 Are you more concerned or less concerned about seeing or hearing this type of potentially harmful/offensive content when watching the following types of programmes/content?

	More concerned	Less concerned	Neither more or less	Don't know
Factual content (such as documentaries, news, current affairs programmes)				
Reality TV content				
Drama/Fiction (which may include content for dramatic or storytelling purposes) .				
Light entertainment (e.g. talk shows, breakfast shows, game/quiz shows, comedies and variety shows)				

B. PARENTS WITH CHILDREN AGED <13 YEARS (Q.8 ANSWER OPTION 1) AND WHO SELECTED YES AT Q.19 SA PER ROW. ROTATE.

Q.24 How concerned are you about children under your care (aged 0- 12 years) seeing or hearing these types of content in programmes and films?

	Not concerned	Somewhat concerned	Very concerned	Don't know

Strong language				
Violence				
Sexual content and nudity				
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour)				

C. PARENTS WITH CHILDREN AGED 13+ YEARS (Q.8 OPTION 2) AND WHO SELECTED YES AT Q.19 SA PER ROW. ROTATE.

Q.25 How concerned are you about children under your care (aged 13 - 17 years) seeing or hearing these types of content in programmes or films?

	Not concerned	Somewhat concerned	Very concerned	Don't know
Strong language				
Violence				
Sexual content and nudity				
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour)				

D. PARENTS WITH CHILDREN – ANY AGE (Q.8) AND WHO SELECTED YES AT Q.19. SA PER ROW. ROTATE.

Q.26 Thinking about children in your care, are you more concerned or less concerned about children seeing or hearing

	More concerned	Less concerned	Neither more or less	Don't know
Factual content (such as documentaries, news, current affairs programmes)				
Reality TV content				
Drama/Fiction (which may include content for dramatic or storytelling purposes) .				
Light entertainment (e.g. talk shows, breakfast shows, game/quiz shows, comedies and variety shows)				

STRONG LANGUAGE

When we speak about programmes or films, for the purposes of this survey, this includes TV, cinema, streaming AND radio. It does NOT include podcasts or short videos uploaded or shared on social media platforms such as videos on Tik Tok, Facebook or Instagram.

A. ASK ALL WHO SELECTED YES AT Q.18. SA PER ROW. ROTATE.

Q.27 Regarding strong language in programmes or films, how often do you see or hear the following types of content in a way that is a problem or concern for you?

	Regularly	Occasionally	Rarely	Never
Coarse language/swearing				
Language that discriminates based on race/ethnicity/minority group status				
Language that discriminates based on a person's gender				

Language that discriminates based on a person's sexuality				
Language that discriminates based on a person's religion				
Language that discriminates based on a person's disability				
Language that discriminates based on a person's age.				

B. PARENTS WITH CHILDREN AGED <13 YEARS (Q.8 ANSWER OPTION 1) AND WHO SELECTED YES AT Q.19. SA PER ROW. ROTATE.

Q.28 Regarding strong language in programmes or films, how often, (that you are aware of) do children under your care (aged 0-12 years) see or hear the following types of content in a way that is a problem or concern for you?

	Regularly	Occasionally	Rarely	Never
Coarse language/swearing				
Language that discriminates based on race/ethnicity/minority group status				
Language that discriminates based on a person's gender				
Language that discriminates based on a person's sexuality				
Language that discriminates based on a person's religion				
Language that discriminates based on a person's disability				
Language that discriminates based on a person's age.				

C. PARENTS WITH CHILDREN AGED 13+ YEARS (Q.8 OPTION 2) AND WHO SELECTED YES AT Q.19. SA PER ROW. ROTATE.

Q.29 Regarding strong language in programmes or films, how often, (that you are aware of) do children under your care (aged 13-17 years) see or hear the following types of content in a way that is a problem or concern for you?

	Regularly	Occasionally	Rarely	Never
Coarse language/swearing				
Language that discriminates based on race/ethnicity/minority group status				
Language that discriminates based on a person's gender				
Language that discriminates based on a person's sexuality				
Language that discriminates based on a person's religion				
Language that discriminates based on a person's disability				
Language that discriminates based on a person's age.				

D. PARENTS WITH CHILDREN – ANY AGE (Q.8) AND WHO SELECTED YES AT Q.19. MA

Q.30 Do you ever look for information or warnings on whether programmes or films contain strong language before viewing or listening?

	Y	N
For myself		
For my children aged 0-12 years		
For my children aged 13-17 years		

E. NOT A PARENT Q7 ANSWER OPTION 2 AND WHO SELECTED YES AT Q.18. SA

Q.31 Do you ever look for information or warnings on whether programmes or films contain strong language before viewing or listening?

Yes	
No	

VIOLENCE

When we speak about programmes or films, for the purposes of this survey, this includes TV, cinema, streaming AND radio. It does NOT include podcasts or short videos uploaded or shared on social media platforms such as videos on Tik Tok, Facebook or Instagram.

A. ASK ALL WHO SELECTED YES AT Q.18. SA PER ROW. ROTATE.

Q.32 Regarding violence in programmes or films, how often, do you see or hear the following types of content in a way **that is a problem or concern for you?**

	Regularly	Occasionally	Rarely	Never
Stylised violence - clearly staged violence for dramatic purposes (e.g. James Bond, Captain America)				
Graphic violence - gory/gruesome/realistic (e.g. Kin, Peaky Blinders)				
Sexual violence				
Domestic and gender-based violence				
Violence based on race, ethnicity or minority groups (xenophobic violence)				
Horror or gore				

B. PARENTS WITH CHILDREN AGED <13 YEARS (Q.8 ANSWER OPTION 1) AND WHO SELECTED YES AT Q.19 SA PER ROW. ROTATE.

Q.33 Regarding violence in programmes or films, how often (that you are aware of), do children under your care (aged 0- 12 years) see or hear the following types of content in a way **that is a problem or concern for you?**

	Regularly	Occasionally	Rarely	Never
Stylised violence - clearly staged violence for dramatic purposes (e.g. James Bond, Captain America)				
Graphic violence - gory/gruesome/realistic (e.g. Kin, Peaky Blinders)				
Sexual violence				
Domestic and gender-based violence				

Violence based on race, ethnicity or minority groups (xenophobic violence)				
Horror or gore				

C. PARENTS WITH CHILDREN AGED 13+ YEARS (Q.8 OPTION 2) AND WHO SELECTED YES AT Q.19 SA PER ROW. ROTATE.

Q.34 Regarding violence in programmes or films, how often (that you are aware of), do children under your care (aged 13-17 years) see or hear the following types of content in a way that **is a problem or concern for you?**

	Regularly	Occasionally	Rarely	Never
Stylised violence - clearly staged violence for dramatic purposes (e.g. James Bond, Captain America)				
Graphic violence - gory/gruesome/realistic (e.g. Kin, Peaky Blinders)				
Sexual violence				
Domestic and gender-based violence				
Violence based on race, ethnicity or minority groups (xenophobic violence)				
Horror or gore				

D. PARENTS WITH CHILDREN – ANY AGE (Q.8) AND WHO SELECTED YES AT Q.19. SA

Q.35 Do you ever look for information or warnings on whether programmes or films contain violent content before viewing or listening?

	Y	N
For myself		
For my children aged 0-12 years		
For my children aged 13-17 years		

E. NOT A PARENT - Q7 ANSWER OPTION 2 AND WHO SELECTED YES AT Q.18. SA

Q.36 Do you ever look for information or warnings on whether programmes or films contain violent content before viewing or listening?

Yes	
No	

SEXUAL CONTENT AND NUDITY

When we speak about programmes or films, for the purposes of this survey, this includes TV, cinema, streaming AND radio. It does NOT include podcasts or short videos uploaded or shared on social media platforms such as videos on Tik Tok, Facebook or Instagram.

A. ASK ALL WHO SELECTED YES AT Q.18. SA PER ROW. ROTATE.

Q.37 Regarding sexual content and nudity in programmes or films, how often do you see or hear the following types of content in a **way that is a problem or concern for you?**

	Regularly	Occasionally	Rarely	Never
Explicit sexual scenes				
Sexualised nudity (nudity in sex scenes or sexual contexts)				

Non-sexualised nudity (natural nudity – character dressing, bathing, swimming, breastfeeding)				
Sexualised language (references, often crude, to sexual acts or human genitalia)				

B. PARENTS WITH CHILDREN AGED <13 YEARS (Q.8 ANSWER OPTION 1) AND WHO SELECTED YES AT Q.19 SA PER ROW. ROTATE.

Q.38 Regarding sexual content and nudity in programmes or films, how often (that you are aware of), do children under your care (aged 0-12 years) see or hear the following types of content in a way **that is a problem or concern for you?**

	Regularly	Occasionally	Rarely	Never	Don't know
Explicit sexual scenes					
Sexualised nudity (nudity in sex scenes or sexual contexts)					
Non-sexualised nudity (natural nudity – character dressing, bathing, swimming, breastfeeding)					
Sexualised language (references, often crude, to sexual acts or human genitalia)					

C. PARENTS WITH CHILDREN AGED 13+ YEARS (Q.8 OPTION 2) AND WHO SELECTED YES AT Q.19 SA PER ROW. ROTATE.

Q.39 Regarding sexual content and nudity in programmes or films, how often (that you are aware of do children under your care (aged 13-17 years) see or hear the following types of content in a way **that is a problem or concern for you?**

	Regularly	Occasionally	Rarely	Never	Don't know
Explicit sexual scenes					
Sexualised nudity (nudity in sex scenes or sexual contexts)					
Non-sexualised nudity (natural nudity – character dressing, bathing, swimming, breastfeeding)					
Sexualised language (references, often crude, to sexual acts or human genitalia)					

D. PARENTS WITH CHILDREN – ANY AGE (Q.8) AND WHO SELECTED YES AT Q.19. MA

Q.40 Do you ever look for information or warnings on whether programmes or films contain sexual content or nudity before viewing or listening?

	Y	N
For myself		
For my children aged 0-12 years		
For my children aged 13-17 years		

E. NOT A PARENT – 07 ANSWER OPTION 2 AND WHO SELECTED YES AT Q.18. SA

Q.41 Do you every look for information or warnings on whether programmes or films contain sexual content or nudity before viewing or listening?

Yes	
No	

DANGEROUS AND HARMFUL BEHAVIOURS

When we speak about programmes or films, for the purposes of this survey, this includes TV, cinema, streaming AND radio. It does NOT include podcasts or short videos uploaded or shared on social media platforms such as videos on Tik Tok, Facebook or Instagram.

A. ASK ALL WHO SELECTED YES AT Q.18. SA PER ROW. ROTATE.

Q.42 Regarding dangerous or harmful behaviours in programmes or films, how often, do you see or hear the following types of content in a way **that is a problem or concern for you?**

	Regularly	Occasionally	Rarely	Never	Don't know
Substance abuse (including drugs and alcohol)					
Content that portrays or describes suicide and self-harm					
Anti-social behaviour (including bullying, harassment, intimidation, robbery)					

B. PARENTS WITH CHILDREN AGED <13 YEARS (Q.8 ANSWER OPTION 1) AND WHO SELECTED YES AT Q.19 SA PER ROW. ROTATE.

Q.43 Regarding dangerous or harmful behaviours in programmes or films, how often (that you are aware of), do children under your care (aged 0-12 years) see or hear the following types of content in a way that **is a problem or concern for you?**

	Regularly	Occasionally	Rarely	Never	Don't know
Substance abuse (including drugs and alcohol)					
Content that portrays or describes suicide and self-harm					
Anti-social behaviour (including bullying, harassment, intimidation, robbery)					

C. PARENTS WITH CHILDREN AGED 13+ YEARS (Q.8 OPTION 2) AND WHO SELECTED YES AT Q.19 SA PER ROW. ROTATE.

Q.44 Regarding dangerous or harmful behaviours in programmes or films, how often (that you are aware of), do children under your care (aged 13-17 years) see or hear the following types of content in a way that **is a problem or concern for you?**

	Regularly	Occasionally	Rarely	Never	Don't know
Substance abuse (including drugs and alcohol)					

Content that portrays or describes suicide and self-harm					
Anti-social behaviour (including bullying, harassment, intimidation, robbery)					

D. PARENTS WITH CHILDREN – ANY AGE (Q.8) AND WHO SELECTED YES AT Q.19 . MA

Q.45 Do you ever look for information or warnings on whether programmes or films contain dangerous or harmful behaviours before viewing or listening?

	Y	N
For myself		
For my children aged 0-12 years		
For my children aged 13-17 years		

E. NOT A PARENT Q7 ANSWER OPTION 2 AND WHO SELECTED YES AT Q.18. SA

Q.46 Do you ever look for information or warnings on whether programmes or films contain dangerous or harmful behaviours before viewing or listening?

Yes	
No	

SECTION 4: CONTENT INFORMATION AND REGULATION

When we speak about programmes or films, for the purposes of this survey, this includes TV, cinema, streaming AND radio. It does NOT include podcasts or short videos uploaded or shared on social media platforms such as videos on Tik Tok, Facebook or Instagram.

ASK ALL 18+. SA PER ROW. ROTATE

Q.47 Before YOU watch or listen to a programme or film do you ever look for information about the following types of content?

	Y	N
Strong language		
Violence		
Sexual content and nudity		
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour)		

ASK ALL 18+. MA PER COLUMN. ROTATE

Q.47a Which of the following steps do you take to help you decide whether to watch or listen to programmes or films with potentially harmful/offensive content **SELECT ANY OR ALL THAT APPLY TO YOU.**

Type of content	Y
Check Age classifications - IFCO (Irish Film Classification Office) or other classifications (e.g. G, PG, 12A, 15A, 18)	
Check programme or film guides	
Check warnings provided at the start of a programme/film	
Make a decision based on time of day the programme/film is broadcast	
Online search (e.g. critic or user reviews, parents' guides on sites such as	

Commonsense Media, IMDB)	
I don't seek out information	
Other	

ASK ALL WHO SAY YES STRONG LANGUAGE @ Q47. MA. ROTATE

Q.48a Which of the following actions, if any, do you take when you see or hear **strong language** in a programme or film, when you were **not aware** it would be included? **SELECT ALL THAT APPLY TO YOU.**

Continue watching / do nothing	
Switch off / stop watching or listening	
Complain to channel / station / service / cinema	
Complain to the regulator	
Contact helplines / support services provided t the start or end of programme / film	
Don't know	
Other	

ASK ALL WHO SAY YES VIOLENCE @ Q47. MA. ROTATE

Q.48b Which of the following actions, if any, do you take when you see or hear **violence** in a programme or film, when you were **not aware** it would be included? **SELECT ALL THAT APPLY TO YOU.**

Continue watching / do nothing	
Switch off / stop watching or listening	
Complain to channel / station / service / cinema	
Complain to the regulator	
Contact helplines / support services provided t the start or end of programme / film	
Don't know	
Other	

ASK ALL WHO SAY YES SEXUAL CONTENT @ Q47. MA. ROTATE

Q.48c Which of the following actions, if any, do you take when you see or hear **sexual content or nudity** in a programme or film, when you were **not aware** it would be included? **SELECT ALL THAT APPLY TO YOU.**

Continue watching / do nothing	
Switch off / stop watching or listening	
Complain to channel / station / service / cinema	
Complain to the regulator	
Contact helplines / support services provided t the start or end of programme / film	
Don't know	
Other	

ASK ALL WHO SAY YES DANGEROUS OR HARMFUL BEHAVIOURS @ Q47. MA. ROTATE

Q.48d Which of the following actions, if any, do you take when you see or hear dangerous or harmful behaviours in a programme or film, when you were not aware it would be included (including substance abuse, self-harm or suicide, anti-social behaviour)? **SELECT ALL THAT APPLY TO YOU.**

Continue watching / do nothing	
Switch off / stop watching or listening	
Complain to channel / station / service / cinema	

Complain to the regulator	
Contact helplines / support services provided t the start or end of programme / film	
Don't know	
Other	

ASK ALL PARENTS/GUARDIANS – YES @ Q.7. SA PER ROW. ROTATE

Q.49 Before your children watch or listen to a programme or film do you ever look for information about the following types of content?

	Y	N
Strong language		
Violence		
Sexual content and nudity		
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour)		

ASK ALL WHO SAY YES STRONG LANGUAGE @ Q49. MA. ROTATE

Q.49a Which of the following actions, if any, do you take when children under your care see or hear **strong language** in a programme or film, when you were **not aware** it would be included? **SELECT ALL THAT APPLY TO YOU.**

Allow them to continue watching/do nothing	
Switch off/stop watching or listening	
Complain to channel/station/service/cinema	
Complain to the regulator	
Contact helplines/ support services provided at the start or end of programme/ film	
Don't know	
Other	

ASK ALL WHO SAY YES VIOLENCE @ Q49. MA. ROTATE

Q.49b Which of the following actions, if any, do you take when children under your care see or hear violence in a programme or film, when you were not aware it would be included? **SELECT ALL THAT APPLY TO YOU.**

Allow them to continue watching/do nothing	
Switch off/stop watching or listening	
Complain to channel/station/service/cinema	
Complain to the regulator	
Contact helplines/ support services provided at the start or end of programme/ film	
Don't know	
Other	

ASK ALL WHO SAY YES SEXUAL CONTENT @ Q49. MA. ROTATE

Q.49c Which of the following actions, if any, do you take when children under your care see or **hear sexual content or see nudity** in a programme or film, when you were **not aware** it would be included? **SELECT ALL THAT APPLY TO YOU.**

Allow them to continue watching/do nothing	

Switch off/stop watching or listening	
Complain to channel/station/service/cinema	
Complain to the regulator	
Contact helplines/ support services provided at the start or end of programme/ film	
Don't know	
Other	

ASK ALL WHO SAY YES DANGEROUS/HARMFUL BEHAVIOUR @ Q49. MA. ROTATE

Q.49d Which of the following **actions**, if any, do you take when children under your care see or hear **dangerous** or harmful behaviours in a programme or film, when you were **not aware** it would be included (including substance abuse, self-harm or suicide, anti-social behaviour)? **SELECT ALL THAT APPLY TO YOU.**

Allow them to continue watching/do nothing	
Switch off/stop watching or listening	
Complain to channel/station/service/cinema	
Complain to the regulator	
Contact helplines/ support services provided at the start or end of programme/ film	
Don't know	
Other	

ASK ALL 18+. MA. ROTATE

Q.50 In your opinion, which of the following measures **should be in place** to inform and protect viewers and listeners from potentially harmful or offensive content in programmes or films? **SELECT ALL THAT APPLY.**

Types of content	
Warnings at the start of a programme/ film (such as voiceover, symbols, labelling)	
Age Classifications (e.g. G, PG, 12A, 15A, 18)	
Programme/ film descriptions	
Standards set by the regulator	
Watershed (only show content after a specific time)	
Parental Controls (e.g. age restrictions on devices or platforms)	
Monitoring of content by broadcasters	
Don't know	
Other	
None of these	

ASK ALL 18+. SA PER ROW. ROTATE

Q.51 For each of the following types of content, if you see or hear a warning before a programme or film, would you continue to watch or listen or would you choose to switch off/stop watching or listening? **SELECT ONE ANSWER FOR EACH TYPE OF CONTENT.**

Types of content	Continue to watch / listen	Switch off / stop watching or listening	Don't know
Strong language			
Violence			
Sexual content and nudity			

Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour).			
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ASK ALL 18+. SA.

Q.52 Regarding warnings about flashing images that may be harmful (to those with photo sensitive epilepsy), do you believe the advice provided to viewers before a programme or film is adequate or not adequate?

Yes, adequate	
No, not adequate	
Don't know	

ASK ALL 18+. SA PER ROW. ROTATE

Q.53 For each of the following types of content in programmes and films, thinking about children **aged 0- 12 years** do you believe it is better to limit children's exposure to content or to prepare them by allowing them to see or hear content (within reason)? **SELECT ONE ANSWER FOR EACH TYPE OF CONTENT.**

Types of content	Limited exposure to content	Allow them to see or hear (within reason)	Don't know
Strong language			
Violence			
Sexual content and nudity			
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour).			

ASK ALL 18+. SA PER COLUMN. ROTATE

Q.53A For each of the following types of content in programmes and films, thinking about children **aged 13- 17 years**, do you believe it is better to limit children's exposure to content or to prepare them by allowing them to see or hear content (within reason)? **SELECT ONE ANSWER FOR EACH TYPE OF CONTENT.**

Types of content	Limited exposure to content	Allow them to see or hear (within reason)	Don't know
Strong language			
Violence			
Sexual content and nudity			
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour).			

ASK ALL 18+. SA PER COLUMN

Q.54 Do you think the information currently available about content (strong language, violent content, etc.) in programmes and films is sufficient or insufficient, to help you to make a viewing or listening decision on behalf of yourself or any children under your care? **SELECT ONE ANSWER FOR EACH TYPE OF CONTENT**

	Sufficient	Insufficient	Don't know
Strong language			
Violence			
Sexual content and nudity			
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour).			

ASK ALL 18+. SA.

Q.55 How do you view your own ability to understand, navigate and identify different types of media and guidance material about content in programmes and films? (often referred to as 'media literacy').

Excellent	
Good	
Average	
Fair	
Poor	

ASK ALL 18+. SA PER COLUMN

Q.56 For each of the following types of content in programmes and films, thinking about children aged 0- 12 years, do you think the guidance currently available about content is sufficient or insufficient to help children make a viewing or listening decision for themselves?

	Sufficient	Insufficient	Don't know
Strong language			
Violence			
Sexual content and nudity			
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour).			

ASK ALL 18+. SA PER COLUMN

Q.56A For each of the following types of content in programmes and films, thinking about children aged 13- 17 years, do you think the guidance currently available about content is sufficient or insufficient to help children make a viewing or listening decision for themselves?

	Sufficient	Insufficient	Don't know
Strong language			
Violence			

Sexual content and nudity			
Dangerous or harmful behaviours (including substance abuse, self-harm or suicide, anti-social behaviour).			

ASK ALL 18+. SA PER ROW.

Q.57 As far as you know, are programmes and films that are broadcast on the following media services, regulated by the Government (Government Body), or not?

	Regulated	Not regulated	Don't know
Television channels (e.g. RTÉ, Virgin, TG4, ITV, BBC, Sky TV)			
Radio channels (e.g. RTÉ, Local/Community Radio, Today FM, Newstalk)			
Cinema (e.g. Odeon, Omniplex, local independent cinemas)			
Video on-demand streaming services (e.g. Netflix, Disney+, RTÉ Player, Apple TV)			
Other streaming platforms (e.g. YouTube, Google Play)			
DVD/Blu-ray			

ASK ALL 18+. SA PER ROW.

Q.58 Do you think the level of regulation of content on the following media services is too little, too much or the right amount?

	Too little	Too much	The right amount	Don't know
Television channels (e.g. RTÉ, Virgin, TG4, ITV, BBC, Sky TV)				
Radio channels (e.g. RTÉ, Local/Community Radio, Today FM, Newstalk)				
Cinema (e.g. Odeon, Omniplex, local independent cinemas)				
Video on-demand streaming services (e.g. Netflix, Disney+, RTÉ Player, Apple TV)				
Other streaming platforms (e.g. YouTube, Google Play)				
DVD/Blu-ray				

We are almost at the end now...

ASK ALL 18+. SA

Q.59 What is the highest level of education you have completed to date?

Completed primary school	
Currently in secondary school	
Completed secondary school	
Currently at third level	
Completed third level	
No formal education	
Prefer not to say	

ASK ALL 18+. SA

Q.60 What is your ethnic group/background?

White Irish	
White Irish Traveller	
White Roma	
Any other white background	
Black or black Irish – African	
Black or black Irish – any other black background	
Asian or Asian Irish – Chinese	
Asian or Asian Irish – Indian/Pakistani/Bangladeshi	
Asian or Asian Irish – any other Asian background	
Arab	
Other including mixed background	
Not listed	
Prefer not to say	

ASK ALL 18+. SA

Q.61 What is your religion, if any?

No religion	
Roman Catholic	
Roman Catholic – lapsed	
Church of Ireland, England, Anglican, Episcopalian	
Islam	
Orthodox Christian (Greek, Coptic, Russian)	
Presbyterian	
Other religion	
Prefer not to say	

ASK ALL WHO SELECT OTHER @ Q.60. SA

Q.61A Here is a detailed list - please select one?

Apostolic or Pentecostal	
Hindu	
Buddhist	
Judaism	
Methodist, Wesleyan	
Jehovah's Witness	
Lutheran	

Protestant	
Evangelical	
Baptist	
Agnostic	
Pagan, Pantheist	
Christian (not specified)	
Other religion	
Prefer not to say	

ASK ALL 18+. SA

Q.61 Do you consider yourself to have a disability (e.g., a physical impairment, a sight, hearing or speech impairment, an intellectual disability or a mental health condition) which **causes you substantial difficulties in everyday life?**

Yes	
No	
Prefer not to say	

Thank you very much for taking part in the survey. If you have any questions please contact XXXXXXXXXXXXXXXXXXXX in IPSOS B&A.

Appendix 2 – Focus Group Discussions With Adults - Data Protection Privacy Notice

Data Protection Privacy Notice

The purpose of this privacy notice is to inform you of the personal data we process about you in the context of your participation in this research, the uses we may make of your data in this context, your rights in relation to your data and how to exercise them.

Research title: Research into public attitudes to certain media content, and associated regulatory measures

About this research

Coimisiún na Meán (An Coimisiún) is Ireland's commission for regulating broadcasters, providers of on demand media services, providers of intermediary services and supporting media development. The Online Safety and Media Regulation Act 2022 amended the Broadcasting Act 2009 (as amended, the 2009 Act) to establish An Coimisiún and to dissolve the Broadcasting Authority of Ireland (BAI).

It is responsible for ensuring and maintaining a thriving and diverse media landscape in Ireland that facilitates a mix of voices, opinions and sources of news and current affairs, as well as a safe online environment, with a particular commitment to the safety of children.

Its responsibilities include:

- developing and enforcing Ireland's online safety framework
- overseeing the regulation of broadcasting and video-on-demand services
- overseeing the funding of and supporting the development of the wider media sector in Ireland.

The Online Safety and Media Regulation Act (OSMRA) provides for An Coimisiún to engage in 'evidence-based decision-making' with regard to establishing standards and practices.

As part of this research project by Coimisiún na Meán (An Coimisiún) and IFCO (the Irish Film Classification Office), Cogent Qualitative Research, trading as Bricolage, has been commissioned to facilitate focus group discussions with adults in November and December 2024. This privacy notice relates to those focus groups.

How to contact Bricolage and our Data Protection Officer?

Email: info@bricolage.ie

Postal address: The Digital Hub, Rainsfort Street, Dublin 8, D08 R2YP -Ireland

Web address : www.bricolage.ie

Data protection queries can be sent to our Data Protection Officer (DPO), xxx (xxx@bricolage.ie)

Data Protection queries can be sent to Coimisiún na Meán to the Data Protection Officer (xxx) at xxx@cnam.ie

What type of data will we collect and what is the purpose?

To support the research project, we will collect data through participant focus groups. As part of this, we will collect the following personal data: your name, contact details (your contact email address and, if/as appropriate, your contact telephone number). We will also ask for information regarding any access or dietary needs in order to facilitate these groups. All records with personal data will only be retained for internal purposes for the duration of the research process, and will be destroyed once the research report has been published.

Focus group discussions will be recorded, and audio and video files will be collected as data. Audio and video files will be transcribed by Bricolage. Audio and video files will be deleted once they have been transcribed. Views, opinions and ideas that you share with Bricolage in the context of focus groups will be anonymised in the research report to the extent that they will not be attributed to individuals. Anonymised transcripts will be shared with Coimisiún na Meán for the purposes of research analysis.

What is the legal basis for processing my personal data?

Under the General Data Protection Regulation (GDPR), when an organisation processes people's personal data they must have a legal basis to do so. When Bricolage processes your personal data on behalf of An Coimisiún for the purposes of your participation in this research, the legal bases are as follows:

Purpose	Category	Legal basis
To collect data relevant to the research project.	Name and contact details; views and opinions	GDPR Article 6 (e) processing is necessary for the performance of a task carried out in the public interest.
To facilitate focus groups	Dietary requirements and access needs	The Online Safety and Media Regulation Act provisions for An Coimisiún engage in 'evidence-based decisionmaking' with regard to establishing standards and practices.

Do we transfer or share your information with third parties?

No

Automated Decision making

We do not use any of your data for the purposes of automated decision-making.

Retention

We will retain your data for the duration of the research and analysis process. All personal data will be deleted when the research report is finalised (estimated Quarter 1 2025).

Information on your rights

Data protection law confers rights for people in relation to their personal data (outlined below). The extent to which some of these rights apply may depend on the lawful basis for processing or the specific purpose of processing personal data. Any request submitted will be considered fully and, should any restrictions apply to the circumstances, we will explain this to the requester.

- Right of access – You have the right to request a copy of the personal data that we hold about you, together with other information about our processing of your personal data.
- Right to rectification – You have the right to request that any inaccurate personal data that we hold about you is rectified. If we have incomplete information about you, you may request that we update the information so that it is complete.
- Right to erasure – You have a right to have your personal data erased in certain circumstances.
- Right to restrict processing or object to processing – You have the right to request that we no longer process your personal data for particular purposes, or to object to our processing of your personal data for particular purposes.

If you have any questions about this or you wish to exercise any of these rights, please contact our Data Protection Officer at xxx@bricolage.ie

Making a complaint with the DPC

If you are unhappy with the way we are processing your personal data, how we facilitate your rights or how we comply with our obligations under applicable data protection law, you may make a complaint to the Data Protection Commission (DPC). The DPC can be contacted through their website www.dataprotection.ie or in writing at:

Data Protection Commission
21 Fitzwilliam Square South, Dublin 2 - D02 RD28 -Ireland

Further details on your rights under data protection legislation are also available on the DPC's website.

For further information on Bricolage's privacy policies please see our website here: [Privacy | Bricolage](#)

Appendix 3 – focus group discussions with adults - discussion guide for facilitators

Discussion Outline – 1 hr 30 mins

1. Introductions
2. Media Consumption
3. Monitoring Content
4. Topic Area + Clips - Violence
5. Topic Area + Clips - Dangerous or Harmful Behaviours
6. Topic Area + Clips - Sexual Content and Nudity
7. Summary

Stimulus list

- List of clips for each group under the following headings
 - Violence
 - Dangerous or harmful behaviours
 - Sexual content and nudity

Discussion Topics

1. Introduction (5 minutes)

- Setting the scene for an open and constructive discussion
- Recording - audio and video and viewing (STARTS AFTER INTRODUCTIONS)
- Reminder of their MRS and GDPR rights - can leave at any time
- Independent researchers
- No right or wrong answers, we want to hear their honest views, not about consensus, but everyone's opinion
- These are complex topics, important to have an honest and respectful discussion about what we feel about them - not everyone will agree always and that's fine
- We're going to be talking a lot about children and the media they're exposed to. Make it clear that we're interested in all views, including those who don't have children themselves.
- *Also clarify that although we'll be highlighting ages and discussing children, this research actually relates to possible sources of harm and offence to both adults and children. We will be interested in vulnerable adults and minority groups specifically as well as adults more generally.*
- *N.B. there will be a separate piece of research focused exclusively on children.*

Participant intro

Again, reassure participants before introductions that recording will not begin until after their introductions are complete.

- Your name, what you do, hobbies
- Children at home (where applicable), ages - some words to describe their household
- As we're going to be talking about media - something interesting they've seen recently that made them think

START RECORDING

2. Media consumption (10 mins)

- We're going to be talking about media consumption, from the point of view of both children and adults.
- For everyone - tell me a bit about your own media consumption - where/when/what kind of things you watch? Probe around mix of platforms/genres
- How has that changed over the last little while?
- For those who have children - what about their viewing habits - where/when/what kinds of things do they watch?
- For everyone - how do you think the media landscape both children & adults are exposed to has changed over the last little while? Tell me about the changes you've noticed?
- Do you have any concerns about what children or adults are exposed to media wise nowadays? Tell me about these - keep this top level, we will get into subject level detail later
- Moderator, be clear at this point what is in scope (*cinema/DVD/radio/VOD - define if necessary*) and out of scope (*SM/user content on Youtube and similar*)
- What age group would you have the most concerns about with regards to what they are exposed to? Why is that?
- Do your concerns change depending on the specific media or platforms we're talking about? *Probe around the difference between streaming, terrestrial, on demand, SM, DVDs/home entertainment, cinema, etc.*

3. A. Monitoring content on behalf of children (10 mins)

- Talk to me about the suitability of the material kids are watching - how do we gauge/judge this?
- To what degree do we monitor what children are watching?
 - Probe around how this is done ...
 - How this differs with age ...
 - How this differs depending on what platforms they're watching on, where they're watching, what kind of material they're watching/listening to?
- Do we feel this is something we're on top of? Why/why not?
- What kind of things might help us do this better? Hinder us?
- How is this different compared to the different media that we're talking about?
- Compare/contrast across the following - cinema/DVD/TV/radio/VOD
- Delve a little further into expectations for different kinds of VOD - provided by broadcasters (BVOD), subscription services (e.g., Netflix/Apple TV), transactional services like iTunes (TVOD)
- Are we aware of controls / classification systems out there?
- What is top of mind?
- Let's talk about these - do we use them? In what way? How effective are they? How could they be improved?
- What about things like the Watershed (or time of day more generally)? How important is that in terms of helping us decide what's suitable/not suitable?
- What about warnings? Where do we see these? How much attention do we pay them?
- Probe for awareness of IFCO film/DVD, Video guidelines?
- Probe for details - where do they come from? What are the classifications?
- What do we know about these? How relevant/useful do we find them?
- To what extent are you using websites like 'Commonsense Media' or 'the Parents' Guide on IMDB?' Any others?
- For those who don't have children - how does it look from the outside? How do you see the challenges for the parents or guardians in the group?
- What about safeguarding adults - how well is this achieved?
- To what extent do you heed trigger warnings yourself when it comes to media?
- Do you read reviews in advance to determine suitability or potential triggers?
 - Do you do anything else prior to watching in order to determine suitability?
 - Is a trailer/short pre-watch enough to give you an idea? How?

- What about vulnerable adults or minority groups - what are our concerns here? Do we have enough in place in terms of safeguarding them?
- Let's deep dive into a few organisations that we've mentioned here - what about IFCO ?
- What do we know about their role/remit?
- What do we know about the details of their guidelines/classifications?
- Could these guidelines/classifications be made more useful do you think?
- What about Coimisiún na Meán - what do we know about them and their role?
- Probe specifically about their regulatory role in relation to broadcast and on-demand content?
- How could their input be made more useful do you think?

For the following subject areas, ask as appropriate to the group in question

4. Topic Area + Clips - Violence

- Let's focus on some particular subject areas now
- First I want to talk about violence when it comes to media content. To clarify, this is the definition we are working with ...
 - *Physical violence occurs when someone uses a part of their body or an object to control a person's actions. Sexual violence occurs when a person is forced to unwillingly take part in sexual activity. Emotional violence occurs when someone says or does something to make a person feel stupid or worthless such as coercive control. The intensity, duration, detail and impact of the violence are relevant in deciding on the relevant rating.*
- Overall, how big a concern is this in terms of the media we are consuming?
- Obviously there are lots of different types of violence or ways in which violence can be portrayed on screen ...
 - Does anything stand out as particularly problematic for you?
 - Or less of an issue?
 - How does this vary across different ages of children? How is it different for adults? What about vulnerable/minority groups?
 - Would you say your concerns are different depending on the genre being watched - compare animation, versus reality tv, versus documentary, news, versus more realistic/less realistic narrative stories?
 - Your expectation of the programme/material in question?
 - What about the media - think terrestrial tv, versus streaming , versus cinema, versus radio - freely available or restricted (by subscription or access control)?
 - Role of parental controls/account access systems
 - Whether watching alone or with others?
 - Does length of exposure matter? In terms of time focused on it - or if it's spread over a period of time (news coverage for example?)
 - When it's shown (time of day/family viewing time/pre or post watershed)?
 - Use of warnings? - when/where they're utilised?
 - Whether it's live or not? Use of corrective action where needed?
 - What role does language play here - is there language around violence that we find problematic?
- Anything else you can think of that would have an impact on how you view it? In terms of context/tone/additional info?
- What kind of controls do you think should be in place to restrict viewing, or guide informed viewing?

Now explain that we've got some clips to view that will help focus our response here. We're going to show X to the group and get their views. For each clip

- What are your first thoughts looking at this?

- What concerns - if any - might you have about either you or kids being exposed to this content?
- What age group do you think this is suitable material for?
- What age group do you think this is not suitable for?
- NB - we presume a starting point will be IFCO classifications (G/PG/12A/15A/16/18) but open to consumers using their own internal ways of classifying - or classifications provided by other services
- What are the consideration points in this material - what specifically gives you pause/makes you think here?
- What could be the aggravating factors (i.e. making the topic seem more problematic)
- What could be the mitigating factors (i.e. making the topic seem less problematic)
- Ask where appropriate - how would the media influence your perception here - like if it was cinema/DVD/broadcast TV/VOD (monetised or not)/radio
- For broadcast or on-demand content, what kind of signposting would you expect/like to see for content like this? - probe around warnings, corrections, timings (i.e. post watershed/outside of family viewing)
- How does this compare with the other clips you've seen?
- Is there anything here you'd classify as 'harmful'?
- Or (unduly) offensive?
- When all clips have been shown
 - Let's review what we've learnt here ...
 - How did talking through the clips help clarify our opinions overall?
 - Did anything surprise you about your reactions?
- Would your reaction be different if you had seen this content on live TV, a public service or a streaming service? If you had paid a charge to access it? If you had to enter a code or PIN to access it?

5. Topic Area + Clips - Dangerous or Harmful Behaviours

- Let's focus on some particular subject areas now
- First I want to talk about Dangerous or Harmful Behaviours when it comes to media content. This is the definition we are working with.
- *Dangerous or harmful behaviours constitutes any decision or action which causes, or has the potential to cause, harm, injury or pain to yourself or others whether this is intentional or not. Examples include bullying, drug use, self-harm and anti-social behaviour. The intensity, duration, detail and impact of the harmful behaviour are relevant in deciding on the relevant rating.*
- Overall, how big a concern is this in terms of the media we are consuming?
- Obviously there are lots of different types of Dangerous or Harmful Behaviours or ways in which Harmful

Behaviour can be portrayed on screen ...

- Does anything stand out as particularly problematic for you?
- Or less of an issue?
- How does this vary across different ages of children? How is it different for adults?
- What about vulnerable/minority groups?
- Would you say your concerns are different depending on the genre they're watching compare animation, versus reality tv, versus documentary, news, versus more realistic/less realistic narrative stories?
- What about the media - think terrestrial tv, versus streaming, versus cinema, versus radio - freely available or restricted (by subscription or access control)?
- Whether watching alone or with others?
- Does length of exposure matter? In terms of time focused on it - or if it's spread over a period of time (news coverage for example?)

- What role does language play here - is there language around dangerous or harmful behaviours that we find problematic?
- Anything else you can think of that would have an impact on how you view it? In terms of context/tone/additional info?
- What kind of controls do you think should be in place to restrict viewing, or guide informed viewing?

Now explain that we've got some clips to view that will help focus our response here. We're going to show X to the group and get their views. For each clip

- What are your first thoughts looking at this?
- What concerns - if any - might you have about you or kids being exposed to this content?
- What age group do you think this is suitable material for?
- What age group do you think this is not suitable for?
- NB - we presume a starting point will be IFCO classifications (G/PG/12A/15A/16/18) but open to consumers using their own internal ways of classifying, or classifications provided by other services
- What are the consideration points in this material - what specifically gives you pause/makes you think here?
- What could be the aggravating factors (i.e. making the topic seem more problematic)
- What could be the mitigating factors (i.e. making the topic seem less problematic)
- How does this compare with the other clips you've seen?
- For broadcast or on-demand content, what kind of signposting/restrictions would you expect/like to see for content like this?
- Is there anything here you'd classify as 'harmful'?
- Or (unduly) offensive?
- When all clips have been shown
 - Let's review what we've learnt here ...
 - How did talking through the clips help clarify our opinions overall?
 - Did anything surprise you about your reactions?
 - Would your reaction be different if you had seen this content on live TV, a public service or a streaming service? If you had paid a charge to access it? If you had to enter a code or PIN to access it?

6. Topic Area + Clips - Sexual content and nudity

- Let's focus on some particular subject areas now
- First I want to talk about Sexual Content and Nudity when it comes to media content. This is the definition we are working with.
 - *Sexual content is material depicting or referencing sexual activity and behaviours. Nudity can be presented in a sexual or non-sexual context. Sexual content may be explicit including depictions and descriptions of actual sexual activity. It can also be implicit where the activity and behaviours are referenced visually or verbally. The intensity, duration, detail and impact of the sexual content are relevant in deciding on the relevant rating.*
- Overall, how big a concern is this in terms of the media we are consuming?
- Obviously there are lots of different types of Sexual Content and Nudity or ways in which it can be portrayed on screen ...
 - Does anything stand out as particularly problematic for you?
 - Or less of an issue?
 - How does this vary across different ages of children? How is it different for adults?
 - What about vulnerable/minority groups?
 - Would you say your concerns are different depending on the genre being watched - compare animation, versus reality tv, versus documentary, news, versus more realistic/less realistic narrative stories?

- What about the media - think terrestrial tv, versus streaming, versus cinema, versus radio - freely available freely available or restricted (by subscription or access control)?
- Whether they're watching alone or with others?
- Does length of exposure matter? In terms of time focused on it - or if it's spread over a period of time (news coverage for example?)
- What role does language play here - is there language around sexual content/nudity that we find problematic?
- Anything else you can think of that would have an impact on how you view it? In terms of context/tone/additional info?
- What kind of controls do you think should be in place to restrict viewing, or guide informed viewing?

Now explain that we've got some clips to view that will help focus our response here. We're going to show X to the group and get their views. For each clip

- What are your first thoughts looking at this?
- What concerns - if any - might you have about either yourself or kids being exposed to this content?
- What age group do you think this is suitable material for?
- What age group do you think this is not suitable for?
- NB - we presume a starting point will be IFCO classifications (G/PG/12A/15A/16/18) but open to consumers using their own internal ways of classifying - or classifications provided by other services
- What are the consideration points in this material - what specifically gives you pause/makes you think here?
- What could be the aggravating factors (i.e. making the topic seem more problematic)
- What could be the mitigating factors (i.e. making the topic seem less problematic)
- How does this compare with the other clips you've seen?
- For broadcast or on-demand content, what kind of signposting/restrictions would you expect/like to see for content like this?
- Is there anything here you'd classify as 'harmful'?
- Or (unduly) offensive?
- When all clips have been shown
 - Let's review what we've learnt here ...
 - How did talking through the clips help clarify our opinions overall?
 - Did anything surprise you about your reactions?
 - Would your reaction be different if you had seen this content on live TV, a public service or a streaming service? If you had paid a charge to access it? If you had to enter a code or PIN to access it?

7. Summary

- Thinking about everything we've been talking about - what stands out to you as your greatest areas of concern here?
- What could be done to help better monitor the content children are exposed to?
- What could be done to help better monitor the content we as adults are exposed to? How could we be better warned? What about vulnerable/minority groups - how could their needs be better met?
- How do you feel about the role of IFCO and their classification systems? Is there anything they could do further to help you?
- Are there any other bodies that could / should have a role in this? Who and what would you ideally expect from them?
- Any further advice for us on this topic?

Thank and close

Appendix 4 – Focus Group Discussions With Adults - Consent Form

Research Participant Consent Form

Description of Research here: Qualitative Research / Focus Groups
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Declaration	Yes	No
I have read and understood the information about this research project. The information has been fully explained to me and I have been able to ask questions, all of which have been answered to my satisfaction.	Yes	No
I understand that I don't have to take part in this study and that I can opt out at any time by telling the group moderator or by emailing info@bricolage.ie I no longer want to participate. I understand that I don't have to give a reason for opting out and I understand that opting out won't affect my future research study participation	Yes	No
I am aware of the potential risks of this research study.	Yes	No
I have been assured that information about me will be kept private and confidential.	Yes	No
Storage and future use of information: I give my permission for information collected about me to be stored and electronically processed for the purpose of this research project	Yes	No

Confirmation of receiving payment for participation:	Yes	No
I confirm that I will receive full payment for my participation in this research project		

Participant Name (<i>Block Capitals</i>)	Participant Signature	Date
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Appendix 5 – Focus Group Discussions With Adults - Participant Information Note

Participant Information

Research title: Research into public attitudes to certain media content, and associated regulatory measures

Invitation paragraph

You are being invited to take part in a research study and participation is optional. The study is part of a research project by Coimisiún na Meán (An Coimisiún) and IFCO (the Irish Film Classification Office). Coimisiún na Meán is the regulator for broadcast and online media in Ireland. As part of this role, An Coimisiún is responsible for establishing and updating regulatory frameworks for television and radio broadcasting and audiovisual on-demand services.

IFCO, a statutory body first established in 1923, is responsible for examining and certifying all cinema films and videos/DVDs distributed in Ireland. Its aim is to provide the public with a modern and dependable system of classification.

Please read the following information and do not hesitate to ask any questions about anything that might not be clear to you. Thank you for taking the time to consider this invitation.

What is the purpose of the study?

The research project will investigate public attitudes to linear television, radio, cinema, home entertainment and on-demand (streaming services) media content and their awareness of, and perspectives regarding associated regulatory measures.

The specific types of content the research focuses on are:

- Violence - including fictional and factual representations of violence, as well as domestic, sexual and gender-based violence, gory/psychological horror and xenophobia and racialised violence.
- Sexual content and nudity - including the treatment of sex and sexual language, as well as sexualised and naturalistic nudity.
- Harmful or dangerous behaviours – including behaviours that promote and/or portray the misuse of alcohol or drugs, bullying and discrimination and suicide and self-harm.
- Strong language - including coarse, crude and harmful language and/or language that promotes or encourages discrimination.

Please be aware you will be asked to view media that will feature the above content.

This enhanced understanding will inform An Coimisiún and IFCO in designing and delivering regulatory measures that are appropriately robust, while respecting rights to freedom of expression.

Do I have to take part?

It is up to you to decide whether you take part. If you do take part, you will be given this information sheet to keep. You will also be asked to sign a consent form and will be provided with a data protection privacy notice. If you do decide to take part, you can change your mind at any time and withdraw from the study without giving a reason.

What will happen if I take part?

Focus groups will be carried out by Bricolage on behalf of An Coimisiún and IFCO and will involve discussion about specific types of content in programmes and films, across a range of media types. Focus groups will be carried out in person and will take place in regional locations which are accessible for participants and close to public transport links. Participants will be provided with a consent form before the

focus group is started. Following the focus group, the collected information will be kept securely, as outlined in further detail in the data protection privacy notice.

Risks and/or disadvantages?

It is unlikely there are significant risks or disadvantages to participating in the research. However, to reduce any potential impacts for participants as much as possible, all participants will be anonymised in the research report.

Are there any possible benefits in taking part?

There is the potential for the research to provide insights and recommendations to inform the decisions of An Coimisiún and IFCO regarding their respective work on the development and implementation of codes and rules, and the classification of content for audiences.

What happens when the study ends?

During the analysis, only Bricolage will be able to view identifying data, and they will provide a summary report to An Coimisiún and IFCO. At no point during the research project will identifying data be made available publicly or shared with external parties. Once the research report has been finalised and published, participant information will be deleted. All care of personal information will comply with An Coimisiún's, IFCO's and Bricolage's data protection standards and GDPR. Further information is outlined in detail in the privacy notice provided to you.

Will my taking part in this study be kept confidential?

Data collected during the interview process will be held securely and in confidence and participant identifiers will be removed prior to publication as required under data protection standards and GDPR. However, it should be recognised that freedom of information legislation will allow access to certain non-personal or generalised data.

What will happen to the results of the study?

The research data collected from focus groups will be collated and analysed and the findings will be included in the final research report, which will be published by An Coimisiún and IFCO.

Contact details

Email: research@cnam.ie

Appendix 6 – Focus Group Discussions With Children - Data Protection Privacy Notice

Data Protection Privacy Notice

This data protection privacy notice relates to research being conducted by Coimisiún na Meán (An Coimisiún) in collaboration with the Irish Film Classification Office. An Coimisiún is the data controller and has asked the Ombudsman for Children to support the research, and act as a data processor on its behalf.

The purpose of this privacy notice is to inform you of the personal data we will collect from you and your child in relation to your child's participation in this research. This document will explain how we will use that data and you and your child's rights in relation to that.

Research title: Research into public attitudes to certain media content and associated regulatory measures.

About this research

Coimisiún na Meán (An Coimisiún) is Ireland's commission for regulating broadcasters, providers of on demand media services, providers of intermediary services and supporting media development. The Online Safety and Media Regulation Act 2022 amended the Broadcasting Act 2009 (as amended, the 2009 Act) to establish An Coimisiún and to dissolve the Broadcasting Authority of Ireland (BAI).

It is responsible for ensuring that there is a thriving and diverse media landscape in Ireland, which facilitates a mix of voices, opinions and sources of news and current affairs as well as a safe online environment, with a particular commitment to the safety of children.

Its responsibilities include:

- developing and enforcing Ireland's online safety framework
- overseeing the regulation of broadcasting and video-on-demand services
- overseeing the funding of and supporting the development of the wider media sector in Ireland.

The Online Safety and Media Regulation Act (OSMRA) provides for An Coimisiún to engage in 'evidence-based decision-making' in relation to establishing standards and practices.

Coimisiún na Meán (An Coimisiún) and IFCO (the Irish Film Classification Office) are conducting this research, and it has been decided that the Ombudsman for Children (OCO) will facilitate focus group discussions with children in March 2025. As part of this research, An Coimisiún is the Data Controller, and the OCO is the Data Processor conducting work on behalf of An Coimisiún. This privacy notice relates to those focus groups. In advance of the focus group discussions, the OCO will collect consent and assent forms on behalf of An Coimisiún, and process this personal data on An Coimisiún's behalf.

How to contact An Coimisiún's Data Protection Officer and the Ombudsman for Children?

An Coimisiún is the Data Controller, and data protection queries can be sent to our Data Protection Officer at dpo@cnam.ie

The Ombudsman for Children is the Data Processor working on behalf of An Coimisiún and can be contacted at timmy.hammersley@oco.ie.

What type of data will we collect and what is the purpose?

To support the research project, we will collect data through participant focus groups. As part of this, we will collect the following personal data for participants and, where appropriate, their parents/guardians:
Data in respect of participants to be collected by the OCO in order to facilitate and host focus group discussions:

- name
- age
- gender

Data in respect of age is being collected to as to ensure that participants are allocated to the appropriate grouping, and only consider age-appropriate media content.

Data in relation to gender is being collected to ensure there is a good gender balance in each of the groups.

Data in respect of participants' parents/guardians to be collected by the OCO on behalf of An Comisiún in order to facilitate and host the focus group discussions:

- Name
- contact details (contact email address, contact telephone number, and second contact telephone number in case of emergency)
- Consent forms

This data will not be shared with Coimisiún na Meán.

The OCO will also ask for information regarding any access or dietary needs in order to facilitate these groups. An Coimisiún will not collect or hold this information.

Coimisiún na Meán will collect and process the following data:

- Audio recording files of the focus group discussions.

All records which include personal data will only be retained for the duration of the research process and will be destroyed once the research report has been published (estimated Quarter 2 2025).

Focus group discussions will be recorded, and audio files will be collected as data. Audio files will be transcribed by an external transcription company appointed by An Coimisiún. Audio files will be deleted once they have been transcribed. Views, opinions, and ideas that participants share during focus groups will be anonymized in the research report to the extent that they will not be attributed to individuals.

What is the legal basis for processing my personal data?

Under the General Data Protection Regulation (GDPR) when an organization processes people's personal data they must have a legal basis to do so. When the OCO processes your personal data and/or that of your child on behalf of An Coimisiún for the purposes of your child's participation in this research, the legal bases are as follows:

Purpose	Categories	Legal Basis
To collect data relevant to the research project.	views and opinions (audio recordings of focus group discussions).	GDPR Article 6 (e) processing is necessary for the performance of a task carried out in the public interest

To facilitate focus groups	Name and contact details; Dietary requirements and access needs,	The Online Safety and Media Regulation Act provisions for An Coimisiún to engage in 'evidence-based decision-making' with regard to establishing standards and practices, and also to "conduct or commission research on matters relating to its functions, including on any development outside the State, and publish, in the form and manner that it thinks fit, the findings of such research, as it considers appropriate". GDPR Article 6(a) the data subject has given consent to the processing of his or her personal data for one or more specific purposes
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Do we transfer or share your information with third parties?

Audio files will be transcribed by an external transcription service appointed by Coimisiún na Meán. Identifying data will not be collected during the FGDs and will not be shared externally. The transcription company has a detailed data management policy and agreement, which was shared with An Coimisiún when establishing them as a supplier. Audio files will be deleted once interviews have been transcribed.

Automated Decision making

We do not use any of your data or that of your child for the purposes of automated decision-making.

Retention

We will retain your data and that of your child for the duration of the research and analysis process. All personal data will be deleted when the research report is finalized (estimated Quarter 2 2025).

Information on participants' rights and the rights of their parents/guardians

Data protection law provides rights for people in relation to their personal data (outlined below). The way in which some of these rights apply may depend on the lawful basis for processing or the specific purpose for which personal data is being processed. Any request submitted will be considered fully and, should there be any restrictions or refusals to those requests, this will be explained to the requester.

- Right of access – You have the right to request a copy of the personal data that we hold about you and/or your child, together with other information about our processing of your personal data.
- Right to rectification – You have the right to request that any inaccurate personal data that we hold about you and/or your child is rectified. If we have incomplete information about you and/or your child, you may request that we update the information so that it is complete.
- Right to erasure – You have a right to have your personal data and/or that of your child erased in certain circumstances.
- Right to restrict processing or object to processing – You have the right to request that we no longer process your personal data and/or that of your child, for particular purposes, or to object to our processing of your personal data and/or that of your child, for particular purposes.

If you have any questions about this or you wish to exercise any of these rights, please contact our Data Protection Officer at dpo@cnam.ie

Making a complaint with the DPC

If you are unhappy with the way we are processing your personal data and/or that of your child, how we facilitate your rights and/or those of your child, or how we comply with our obligations under applicable data protection law, you may make a complaint to the Data Protection Commission (DPC). The DPC can be contacted through their website www.dataprotection.ie or in writing at:

Data Protection Commission

21 Fitzwilliam Square South, Dublin 2 - D02 RD28 - Ireland

Further details on your rights under data protection legislation are also available on the DPC's website, www.dataprotection.ie.

Appendix 7 – Focus Group Discussions With Younger Children – Discussion Guide For Facilitators

Themes

- Media Consumption
- Monitoring usage
- Violence
- Dangerous or Harmful Behaviours

Introduction and Icebreaker:

Introductions by all – personal and organisational.

Setting the scene and why we are all here – hearing your voice and having an impact – how we will do it today - themes to be covered.

Reminder of rights – can leave the room at any time.

Guidelines – No right or wrong answers, we want to hear your honest views and opinions, not about consensus, but everyone's opinion – here to have a respectful discussion about what you feel as an individual – not everyone will agree and that's ok. Some content you might find sensitive – important to only say what you are comfortable with.

First consultation of its kind – hugely appreciative of your involvement.

Icebreaker activity:

"If you were only allowed to watch one tv show or film for the rest of your life, what would it be and why - Give them 15 seconds to answer and use of a visual countdown timer."

Media Consumption:

Media consumption is just a way of saying what we watch on TV, like shows, movies and videos.

Media Consumption questions:

- *"What kinds of things do you like to watch, like shows or cartoons? What kind of stuff are you interested in (explore genres)? Do you have a favourite time of day to watch them, like after school or on weekends?"*
- *"Do you like watching shows on TV, or do you watch them on the computer or a tablet? What about on YouTube or Netflix? Do you go to the cinema? What's your favourite way to watch something?"*
- *"Do you remember what shows or videos you watched a while ago? Have you started watching new things or using different apps? What has changed about the way you watch stuff?"*
- *"Are you ever worried about things you watch, or do you think anything you see might not be good for children? How easy is it to see this kind of stuff? Where are you most likely to see it?"*
- *"What do your friends like to watch? Do they watch the same things as you, or do they have different shows or games they like? What about your brothers or sisters, do they watch the same stuff as you?"*
- *"How do you find out about what to watch? Do you hear about it in school/from parents/on social media/on the radio? How do you know what you want to watch? Do you ever try to find something to watch after hearing it talked about somewhere else?"*

Monitoring usage questions:

- "Do you think it's a good idea for your parents to check what you watch on TV or your phone?" How do they check, what kind of things do they do to make sure what you're watching is safe for you? How do they know/decide what's safe or not safe?
- "Do your parents check what you watch on every platform, like on TV and on your phone and on your tablet, or are there differences?"
- "If any of you have younger siblings, do your parents treat them differently in terms of watching out for what's safe/not safe?"
- "How do you feel when your parents or adults help choose what you watch?"
- "Are there any types of shows or videos that you think should be watched closely by adults?"
- "Are your parents the only people who make sure stuff is safe for you to see or do other adults help? Who else helps? (probe around organisations too) How do they help? (probe around watersheds/classifications and awareness of these/other safeguarding measures)."
- "If your parents don't keep an eye on what you watch, do you think it's still easy to stay safe and only watch content that's suitable for you?"
- "Have you heard of CnM/IFCO before, and do you know what they do?"

Violence:

The first main theme we are discussing with you today is violence:

- *"What do you think violence is? Can you describe it?"*

This is the definition of violence that we use - *"physical violence happens when someone uses their body or something else to control or hurt another person."*

Violence questions:

- "Are you used to seeing violent content and if so, where/how often do you see it?"
- "Where are you most likely to see it and is it more likely to be real/fake? (thinking about news vs fiction)"
- "How does watching violent content make you feel? (thinking about impact - scared/excited/nothing/indifference/ used to it?)"
- "Do you ever feel scared or worried when you see people fighting or getting hurt on TV? What makes you feel that way?"
- "Do you ever find violence you see exciting? What makes you feel that way?"
- "Are there some groups of children who might be more impacted by this type of content more than others, and why?"
- "What makes some violent scenes feel less scary compared to others? (could it be the type of violence or when it occurred)?"
- "What makes some violent scenes feel more scary/harmful?"
- "Is seeing some violent content beneficial/useful for you (e.g., educational)?"
- "Do you think controls should be in place? Should adults protect you from violence in media? Why/Why not?"
- "Do you think there should be rules about what kind of scary or hurtful things we can watch? Should adults help keep that away from you? What should those rules be like? What kind of things are okay or not okay children to see?"
- "Do you think watching videos that might be violent on TV is different from watching them on a phone or tablet? What are the differences?"
- "Are there any words or things people say that make you feel scared or uncomfortable?"

Violence clip:

- "What comes to mind when you watch this?"
- "Do you think this video or show is okay for you to watch? Why or why not?"
- How does it compare to other things you have seen/typically see out there?
- "What age do you think it would be okay for someone to watch it?"

- "If this clip was too much, what do you think could make it safer to watch? Maybe it needs a warning or a way to let you know it might be too scary or violent first?"
- "Would you be concerned that something like this could happen you, your family or friends?"
- "Do think language and how they speak in this clip has an impact?"

Dangerous or Harmful Behaviours:

The second main theme we are discussing with you today is dangerous or harmful behaviours and specifically when it comes to what we see in media, like TV shows, movies, or games.

Dangerous or harmful behaviour means doing something that could hurt yourself or others, even if you don't mean to. This includes things like bullying, using drugs, hurting yourself, or acting in a way that makes people feel bad.

Dangerous or Harmful Behaviours questions:

- "How big of a problem do you think harmful stuff in media (like TV shows, games, or movies) is?"
- "Is there anything you think is really bad or harmful to, see? Or maybe things you don't think are such a big deal? What's the difference between things that are bad and things that aren't a big deal? How do you know? What does it depend on?"
- "How do these things affect kids of different ages?"
- "Do you think how long we watch or see something harmful matters? Does it make a difference if we see it all at once or over time, like in news stories?"
- "Does it make a difference if it's real dangerous or harmful behaviours or something that's clearly made-up?"
- "Does it make a difference if it's very graphic/extreme – versus something you're aware of but isn't shown explicitly?"
- "Does it make a difference if it's funny? What makes one dangerous or harmful behaviour funny compared to another?"
- "Are there benefits to seeing some of this content, e.g., for education? When/why is something too dangerous / harmful for children to see, even if it's educational?"
- "What are the potential negative impacts of seeing some of this content?"
- "Where are you most likely to see dangerous or harmful behaviours? Does the kind of behaviour change depending on where you see it and who with? E.g., movie in the cinema with parents' vs on your own on social media?"
- "Which matters more? The actual violence or the thing that's said. Such as bad language?"
- Does it make a difference if someone is calling themselves a harmful word, versus someone else?"
- "Do you think it matters if one person is weaker than another?"
- "Does it make a difference if there is no clear positive outcome/lesson learned at the end?"
- "What kind of rules do you think should be in place to help people decide what's okay to watch or not? How can adults help you to see less dangerous or harmful behaviours or to deal with the dangerous or harmful behaviours you might still need to see? How should adults decide what's okay for you to watch or not?"
- "Do you think it matters if the behaviour is attempted or seen to be joking?" Is it okay to make a joke that may have a harmful impact on people? How do we know if a joke has a bad impact on some groups or not?"
- "Is it okay for children to see people do this in movies/tv shows/video clips? What is the impact of you seeing this kind of thing?"

Dangerous or harmful behaviours clip:

- "What do you think when you see this?"
- "Are you worried about seeing this, or about other kids seeing it too?"
- "Who do you think should be watching this or who do you think shouldn't watch this?"
- What makes this okay/not okay to watch?

- “What do you think could make this worse or more upsetting or what could make this better or not so bad?”
- “How does this video compare to other videos you’ve watched?”
- “Do think language and how they speak in this clip has an impact?”
- “Do you think watching such material can help give you more understanding of what happens in society in general”?

Summary:

- “After talking about all of this, what do you think are the biggest worries children have about stuff they see on TV, online, or in games?”
- “What do you think could be done to make sure kids only see safe and good content on TV or the internet?”
- “Do you think other groups or people should help make sure what kids see is okay? Who should help, and what kind of help should they give?”
- “Do you have any advice or ideas about how we should talk about these things?”
- “If you could give one big idea to help make TV shows, movies, or games safer for all kids, what would it be?”
- “Do you think it’s a good idea for kids to help decide the rules about what is okay to watch or play? Why or why not?”

Appendix 8 – Focus Group Discussions With Older Children – Discussion Guide For Facilitators

Themes

- Media Consumption
- Monitoring usage
- Violence
- Sexual content and nudity

Introduction and Icebreaker

Introduction by all – personal and organisations

Setting the scene and why we are all here – hearing your voice and having an impact – we will do it today – themes to be covered.

Reminder of rights – can leave the room at any time.

Guidelines – No right or wrong answers, we want to hear your honest views and opinions, not about consensus, but everyone's opinion – here to have a respectful discussion about what you feel as an individual – not everyone will agree and that's ok.

First consultation of its kind – hugely appreciative of your involvement.

Icebreaker activity:

"If you were only allowed to watch one tv show or film for the rest of your life, what would it be and why – Give them 15 seconds to answer and use of a visual countdown timer."

Media Consumption:

Media consumption is just a way of saying what we watch on TV, like shows, movies and videos.

Media Consumption questions:

- *"What kind of shows, movies, or videos do you like? Do you have a favourite time to watch them, like after school or on weekends?"*
- *"Do you watch stuff on TV, or do you prefer your computer or tablet? What about streaming apps like Disney+ and amazon prime?"*
- *"Can you remember what shows or videos you watched a while back? Have you started watching different things or using new apps? How has the way you watch stuff changed?"*
- *"What do your friends usually watch? Do you all watch the same shows, or do they have their own thing? And what about your siblings—do they watch the same stuff as you?"*

Monitoring usage questions:

- *"Do you think it's cool for your parents to keep an eye on what you watch on TV or your phone?"*
- *"Do your parents ever decide what you can and can't watch?"*
- *"How do you feel about this?"*
- *"Do you think parents should have more or less of a say on what their children watch?"*
- *"Are you aware of the different classification ratings for films?"*
- *"Do you keep to those guidelines?"*

- "Do you think they are useful to have? Why (not)?"

Violence:

The first main theme we are discussing with you today is violence:

- "How would you explain what violence is? What comes to mind when you think of it?"

These are the definitions of violence that we use:

"Physical violence happens when someone uses their body or something else to control or hurt another person."

"Sexual violence is when someone is forced into a sexual situation, they don't want to be part of."

"Emotional violence is when someone says or does things that make another person feel bad about themselves, like making them feel worthless or controlling them."

Violence questions:

- "Do you think there should be rules about what kind of violent stuff we see in movies or shows? Should adults help keep that stuff from us?"
- "Should there be limits on what kind of violent or scary stuff we can watch? Should adults make sure we don't see it?"
- "Is watching stuff on a TV different from watching on your phone or tablet? How does it feel different?"
- "Do you usually watch stuff alone, or do you like having someone else watch with you?"
- "Are there certain words or things people say in shows or movies that make you feel uneasy or scared?"
- "Are violent scenes more or less upsetting if the show/film you are watching is animated/a documentary/a news story?"

Violence clip:

- "How would you describe this video? How does it make you feel and why do you think it makes you feel this way?"
- "Do you think this video or show is fine for you to watch? Why or why not?"
- "If you don't think this video is right for you, what age do you think someone should be to watch it?"
- "If this video felt like too much, what do you think could make it safer to watch? Like maybe a warning or some kind of heads-up that it could get too intense?"
- "Do you think something like this could actually happen to you, your family, or your friends? Would it make you worried?"
- "Do you think the way people talk in this clip affects how you feel about it? Does the language make it worse?"

Harmful behaviour:

Introduction – The next thing we're talking about today is harmful behaviour, especially when it comes to what we see in media like TV shows, movies, or video games.

Harmful behaviour is when someone does something that can hurt themselves or others, even if it wasn't meant to happen. This could be things like bullying, using drugs, hurting yourself, or just acting in a way that makes others feel bad.

When it comes to rating content, things like how serious the behaviour is, how long it goes on, and how much it affects other

Harmful Behaviour questions:

- "Do you think young people come across a lot of harmful content in the content they watch?"
- "Are there certain things you think are really harmful to watch? Or do you think some things aren't that big of a deal? How do you think they affect kids, teens, or adults? Do they affect people who are more sensitive differently?"

- "Do you think it matters how long we watch harmful stuff? Like, does it make a difference if we see it all at once, or if it's shown little by little, like in news stories?"
- "Do you think the way people talk about harmful things makes it worse, or is it more about the actual harm it causes?"
- "Is it important how much power one person has over another, like in TV shows or movies?"
- "What kind of rules do you think should be there to help decide what's okay to watch and what's not?"
- "Do you think it makes a difference if the harmful behaviour is done seriously, or if it's shown like it's just a joke?"

Harmful Behaviour clip:

- "What do you think when you watch this? Any thoughts or reactions?"
- "Are you worried about seeing this, or do you think it could affect other people your age too?"
- "Who do you think this video is meant for, and who should probably avoid watching it?"
- "What do you think could make this video more intense or upsetting, and what would make it better or easier to watch?"
- "How does this video stack up compared to others you've seen?"
- "Do you think the way they talk in this video makes a difference? How does the language affect the message?"
- "Do you think watching stuff like this helps you understand more about what's really going on in the world?"

Sexual content and nudity:

Introduction – final topic we're going to talk about sexual content and nudity in media.

We're defining sexual content as "anything that shows or talks about sexual activity and behaviours. Nudity can appear in both sexual and non-sexual situations. Sexual content can be explicit, showing or describing actual sexual activity, or implicit, where it's only suggested through visual or verbal cues."

The level of detail, how long it lasts, and the way it affects us all play a role in determining what type of rating a piece of media might get. There are different ways sexual content and nudity can be shown in movies, TV shows, or online.

Sexual content and nudity questions:

- "How much of a concern do you think sexual content and nudity should be when it comes to the media we watch or engage with?"
- "Are there any specific types that you think could be harmful or problematic, or do you think some portrayals are less of an issue?"
- "Does it matter if someone is watching this kind of content alone or with friends? Does the amount of time spent watching make a difference?"
- "What role does language play when it comes to content that includes nudity or sexual themes? Are there certain words or phrases that might be inappropriate or make the content feel uncomfortable?"
- "Are there other factors, like the way something is presented or the overall tone, that might change how you think about this kind of content?"
- "Do you think rules or controls should be in place? If so, what do you think should exist to guide what people, especially younger viewers, can watch? How can we make sure content is shown in a responsible way?"

Sexual content and nudity clip:

- "What's your first reaction when you see this?"
- "Do you have any worries about yourself or other young people seeing this kind of content? What are they?"

- “What age group do you think this content is okay for?”
- “Which age group do you think shouldn’t be watching this?”
- “Is there anything in this content that makes you feel uncomfortable or gives you pause?”
- “What do you think might make this content seem more of a problem for some people?”
- “What do you think could make this content less of a problem or easier to understand?”
- “How does this content compare to other stuff you’ve seen before?”
- “If this content was on TV or online, what kind of warnings or guidelines would you expect to see before it?”
- “Is there anything in this that you think could be harmful or offensive to people?”

Summary:

- After talking about all this, what do you think are the biggest concerns for young people when it comes to content like this?”
- “What do you think could be done to better control or watch the content that kids and young people see?”
- “Are there other groups or organizations that should be involved in making sure content is appropriate? Who do you think they should be, and what kind of help would you expect from them?”
- “Do you have any other advice or thoughts about how we should approach these topics?”
- “If you had one big idea for how Comisiún na Meán and the IFCO can make media content safer for all children and young people what would it be?”
- “Do you think it is a good idea for children to have a say on these kinds of regulations? Why (not)?”

Appendix 9 – Focus Group Discussions With Children - Participant Information Note For Parents

Participant Information Note

Please read the following information and do not hesitate to ask any questions about anything that might not be clear to you. **Participation is optional.** Thank you for taking the time to consider this invitation.

Your child is being invited to take part in a research study. The study is part of a research project by Coimisiún na Meán (An Coimisiún) and IFCO (the Irish Film Classification Office), in partnership with the Ombudsman for Children's Office (OCO). Coimisiún na Meán (An Coimisiún) is Ireland's commission for regulating broadcasters, providers of on demand media services, providers of intermediary services and supporting media development, while the IFCO is responsible for films, television programmes, and some video game classification and censorship within Ireland.

What is the purpose of the study?

The research project will investigate public attitudes to traditional television, radio, cinema, home entertainment and on-demand (streaming services) media content and their awareness of, and perspectives regarding, associated regulatory measures. The research will focus, in particular, on potential sources of harm or offence in media content, including:

- Violence
- Sexual content and nudity
- Harmful or dangerous behaviours
- Strong language

The research project includes both adults and younger people under the age of 18, to capture relevant perspectives and experiences. All content to be shown to younger people will be screened in advance by a Child Safeguarding Panel, and focus groups with younger people will be facilitated by the Ombudsman for Children's Office (OCO). Parents will be sent all selected content (in the form of clips) in advance of the focus groups.

The Online Safety and Media Regulation Act (OSMRA) provides a legal basis for An Coimisiún to engage in 'evidence-based decision-making' with regard to establishing standards and practices. This means consulting with parents, children and younger people through research is a key priority for An Coimisiún, to inform the development of standards that will impact them.

The research findings will enhance understanding and inform An Coimisiún and IFCO in designing and delivering regulatory measures that are appropriately robust, while respecting rights to freedom of expression

This Participant Information Note relates only to one part of the research, that is, the focus group discussions with younger people under the age of 18. Included below are further details on the benefits, risks and practicalities of taking part, including important information on safeguarding measures in place.

What are the benefits of taking part?

Participating in this research will support the organisations involved to protect, respect and fulfil the rights of children in Ireland in this area. The insights and recommendations that younger people provide during focus groups will have the potential to inform the decisions of An Coimisiún with regard to the implementation of its statutory functions. Insights from participants will inform and can potentially influence the decision-making of

An Coimisiún in relation to reviewing and setting guidance for media regulation, which is an important part of its work. The research will also inform IFCO's classification decisions in relation to cinema and home entertainment content and the guidance it issues to audiences.

Children who participate in the research will also gain valuable experience in expressing their opinions in a group setting, listening to the opinions of other child participants, and will observe group dynamics in a real-life setting. This will be of benefit to them in a range of other settings. They will also get an insight into the work of An Coimisiún, the Irish Film Classification Office and the Ombudsman for Children, and will benefit from being reassured that all three bodies have a shared interest in protecting children's rights.

Does my child have to take part?

Having read this Participant Information Note, it is up to you and your child to decide whether your child will take part. If they do take part, you will be asked to sign a consent form on their behalf and will be provided with a privacy notice. You will also have access to the clips prior to the Focus Group and may wish to view them in advance of your child taking part. Your child will be asked to sign a child-friendly assent form, affirming their decision to participate. Participation is always voluntary. You or your child can change your mind at any time and withdraw from the study without giving a reason.

What will happen if my child takes part?

If your child decides to take part, they will participate in a focus group with other younger people.

Focus groups will involve discussion around the four areas of focus listed above: violence; sexual content and nudity; harmful or dangerous behaviours; and strong language, across a range of mediums and platforms. It is important to note that some content types will not be explored if not suitable or age-appropriate for the children in a focus group (for example, focus groups with younger children will not explore sexual violence and nudity or more graphic themes under violence, harmful or dangerous behaviour and strong language)

There will be a primary focus on films and TV programmes. In order to stimulate conversation during the focus group discussions, your child may be asked to view and/or listen to media clips that will feature the above content. Please be assured that any such clips will have been reviewed in advance by a Child Safeguarding Panel, and will be age-appropriate. **You will also be given the opportunity to view these clips before you give consent for your child to participate. By consenting, you are giving permission for your child to potentially view all of the clips you have seen. If there is a certain clip you are not comfortable with your child viewing, we encourage you to email timmy.hammersley@oco.ie and let us know, as we may be able to facilitate your child's participation regardless.**

The discussion will be carefully designed and moderated by experienced facilitators from the Ombudsman for Children's Office, in a safe and age-appropriate manner. The OCO Participation and Rights Education Team are skilled in facilitating sensitive discussions with children. They regularly engage with children through educational workshops, participative initiatives, and consultations. The OCO take a rights-based approach to their work, ensuring that every participant's right to be protected from harm will be assured.

Along with OCO facilitators, there will be one or two adults from An Coimisiún or IFCO present to observe at each focus group, to support understanding of the discussion and ensure accurate analysis of the findings afterwards.

Focus group discussions will be carried out in person and will take place in secure and accessible locations which are known to participants. They will be organised by the OCO, and there will be approximately 6 to 8 participants in each focus group discussion. Children aged between 8 and 12 years inclusive will be grouped together and teenagers aged between 13 and 17 years inclusive will be grouped together.

Following the focus group, the collected information will be kept securely, as outlined in further detail in the privacy notice.

Are there any risks to taking part?

It is unlikely there are significant risks or disadvantages to participating in the research. However, the following have been identified as potential risks by our Child Safeguarding Panel:

- A child participant may become upset because of something they see or hear during the focus group discussion.
- A child may make a disclosure suggestive of abuse or neglect by another child external to the focus groups.
- A moderator may not recognise a report of potential abuse for what it is.
- Adults may not follow the necessary policy and procedures required in the case of alleged abuse.

What measures will be in place to mitigate any risks?

In order to mitigate these risks, the following safeguarding measures will be in place:

- A Child Safeguarding Panel has been established to include representatives from all three organisations, and this panel will carefully review any clips which are to be reviewed by children during the focus group discussions to ensure that are age-appropriate
- Any media recordings to be included in the focus group discussions will be shared with parents/guardians in advance, so that they may make an informed choice in relation to consenting to their child's participation.
- Signed permissions will be obtained from parents/guardians and then children after they have had the opportunity to review the media clips
- Parents/guardians and children will be advised of the right to withdraw at any stage
- Focus group discussions will be moderated by experienced facilitators who are skilled in navigating sensitive discussions with diverse groups of younger people. At the beginning of each focus group, agreed expectations will be established to ensure that children as well as adults are mindful of respecting each other and sensitive to risk.
- Focus group discussions will be guided by a discussion guide that has been reviewed by the Child Safeguarding Panel to ensure the discussion is moderated in a safe and age-appropriate manner
- The methodology will be reviewed by both the Child Safeguarding Panel and Children's Rights experts
- Parents/guardians will be asked to stay close at hand during the focus group discussion (but will not be present in the room, except in exceptional circumstances).
- At the start of each focus group, the child's assent for the interview will be reconfirmed.
- Adults facilitating and observing the focus groups will avoid physical contact with the participants.
- Participant names will be anonymised in the research report.
- Facilitators as well as observers will all have completed appropriate child protection training.

What happens when the study ends?

During the analysis and report-writing period, only the research team within An Coimisiún will be able to view or listen to identifying data (which will not include names or contact information). At no point during the research project will identifying data be made available publicly or shared with external parties. Once the research report has been finalised and published, participant information will be deleted. All processing of personal information will comply with An Coimisiún's data protection standards and GDPR requirements, and this is outlined in further detail in the privacy notice provided to you.

Will my taking part in this study be kept confidential?

Data collected during the interview process will be held securely and in confidence and participant identifiers will be removed prior to publication as required under data protection standards and GDPR. However, it should be recognised that freedom of information legislation will allow access to certain non-personal or generalised data.

What will happen to the results of the study?

The research data collected from focus group discussions will be collated and analysed and the findings will be included in the final research report, an associated infographic and other outputs, which will be published by An Coimisiún, IFCO and the OCO on their websites.

Children and younger people who have participated in the study will be informed directly about the report's publication and their contribution to the future development of An Coimisiún and IFCO's work in this area.

Appendix 10 – Focus Group Discussions With Children - Parental Consent Form

Research Participant Consent Form

Description of Research here: Qualitative Research / Focus Groups:

Please select 'Yes' or 'No' by placing a tick in the appropriate box:

Declaration	Yes	No
I have read and understood the information about this research project. The information has been fully explained to me and I have been able to ask questions, all of which have been answered to my satisfaction.	Yes	No
I understand that the Ombudsman for Children's Office (OCO) is facilitating focus groups with children on Coimisiún na Meán's behalf, to support this research project.	Yes	No
I have had the opportunity to view content clips and consent to my child viewing them as part of the focus group discussion. By ticking "yes", you are consenting to your child potentially viewing all of the clips you have viewed. If there is a certain clip you are not comfortable with your child viewing, we encourage you to email timmy.hammersley@oco.ie and let us know, as we may be able to facilitate your child's participation regardless.	Yes	No
I understand that my child does not have to take part in this study and that they can opt out at any time by telling the group moderator or by emailing timmy.hammersley@oco.ie "My child no longer wants to participate" . I understand that I don't have to give a reason for opting out and I understand that opting out won't affect their future research study participation	Yes	No
I understand that, in line with Data Protection laws, I may withdraw my consent for the processing of mine (and my child's) personal contact data which are processed for the purposes of participating in this research project. I understand that I don't have to give a reason for withdrawing consent.	Yes	No
I understand that focus group discussions (FGDs) will be audio recorded for the purposes of the research analyses. No individual participant will be directly identified in these group discussions or recordings. Audio recordings will be deleted once transcribed; all transcriptions will be anonymized.	Yes	No
I have read and understand the Data Protection Privacy Notice for this study which sets out how my personal data and that of my child will be processed, how long it will be retained for, and informs me of my Data Protection rights.	Yes	No
I am aware of the potential risks of this research study.	Yes	No
I have been assured that information about me and my child will be kept private and confidential.	Yes	No
Storage and future use of information: I give my permission for information collected about me and my child to be stored and electronically processed for the purpose of this research project	Yes	No

Participant Name (*Block Capitals*)

Participant Signature

Date

Appendix 11 – Focus Group Discussions With Children - Assent Form For Younger Participants

Research Study on Attitudes to Media Consent

Assent Form - Under 12

Name:

Age:

Gender:

School Name:

Do you have any additional support needs we should know to help you take part?

Please tick yes or no:

Question	Yes	No
Has somebody explained this study to you?		
Do you understand what the study is about and why it's happening?		
Do you understand what will happen if you agree to take part?		
Do you understand what will happen with the information you tell us?		
Do you understand that you can see, change or delete the information you tell us at any time?		
Do you understand that what you tell us will be private and nobody will know you are the one who has said it?		
Have you asked all the questions you want?		
Have your questions been answered in a way you understand?		
Do you understand it's ok to stop taking part at any time?		
Do you understand that you could get upset and what will happen if you do?		
Are you happy to take part?		

If any of the answers are no, or you don't want to take part, don't sign your name. If you do want to take part, please write your name and today's date.

Name:

Date:

Appendix 12 – Focus Group Discussions With Children - Assent Form For Older Participants

Research Study on Attitudes to Media Consent

Assent Form - 13-17 years

Name:

Age:

Gender:

School Name:

Do you have any additional support needs we should know to help you take part?

Please tick yes or no:

Question	Yes	No
Has somebody explained this study to you?		
Do you understand what the study is about and why it's happening?		
Do you understand what will happen if you agree to take part?		
Do you understand what will happen with the information you tell us?		
Do you understand that you can see, change or delete the information you tell us at any time?		
Do you understand that what you tell us will be private and nobody will know you are the one who has said it?		
Have you asked all the questions you want?		
Have your questions been answered in a way you understand?		
Do you understand it's ok to stop taking part at any time?		
Do you understand that you could get upset and what will happen if you do?		
Are you happy to take part?		

If any of the answers are no, or you don't want to take part, don't sign your name. If you do want to take part, please write your name and today's date.

Name:

Date:

Appendix 13 - Information Booklet Under 12 Cohort



Research Study on Attitudes to Media Content

If you're under 12, this information is for you!

Hello!

Our names are...



Timmy



Ailidh



Thomas



Brianna



We work for the Ombudsman for Children's Office (OCO for short!). We **listen to children** and **hear what they have to say** about things that affect them.



ombudsman do leanaí for children

The OCO look after the rights of every child in Ireland.

Rights are all the things you need to be...

Happy!



Healthy!



Safe!





Did you know...?

You have the right to enjoy all kinds of media content. **Media content means things you watch or listen to on tv, in the cinema, on the radio or the internet.**

That doesn't mean children can see all the content out there. **You also have to be kept safe from stuff that might harm you!** This could be things you see or hear that you find **scary, that upset or worry you.**



We're working on a study with two other big organisations in Ireland, **Coimisiún na Meán** and the **Irish Film Classification Office**, to make sure you can enjoy your rights safely.

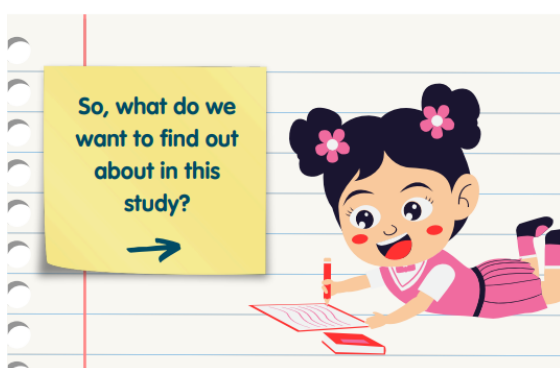
Keep reading to find out more about the study!! →

Wait! What's a study?

A research study is what you do when you want to **learn about something** or **find out something new**.



To help you learn, you have to **talk to people**, or find out what people think in a different way, like asking them to **draw, play or write things down**. We'd like you to hear what **you** think!

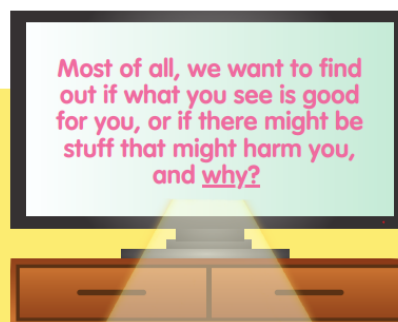


What is our study about?

We want to know **where you see and hear media content** and **what you think about it**.

We will ask you about the movies, tv shows and other videos you might watch, as well as where you usually watch them.

We'd like to know about **what you hear on the radio**, as well as what you see **online** or other places you get information.



Why is this study being done?



All children have the **right to have a say**. This means when adults are deciding things that change your life, we have to ask your opinion.

Coimisiún na Meán and the Irish Film Classification Office **make rules that protect your right to enjoy media content safely**. They decide what movies and tv shows are fun and safe for you to see.

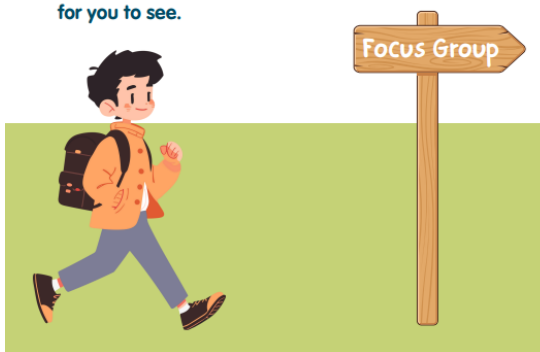
When they're making these rules, it's important that they **know what you think** about these things!

With your help, we can make sure **every child in Ireland is kept safe from harmful content, but still gets to enjoy videos, tv shows and movies**.

What will happen if I take part?

You will take part in a **focus group**. A focus group is where you and other children come together to share your opinions with us. We will ask you questions and take notes about what you say. This will happen **in school** and will last for **one hour**.

To help you answer some of the questions, we will **show you short videos** from movies or tv shows that you might already know. **All of the videos will be safe for you to see**.



There are **no right or wrong answers** to these questions, so don't worry, **you don't have to prepare**. If you'd like to answer the questions in another way, like writing or drawing, we can help you do that too.

We will be recording what you tell us using a voice recorder. This is so we can listen back to what you have said and make sure we understood you correctly. **We will always tell you when the recorder is being turned on and off.**

Everything you say will still be kept secret. After the study happens, **no one will know that you were the person who said it.**



Who else will be there?

At the focus group, there will be **2 adults** from the OCO and **6-8 children**.

There will also be another adult called **Frances** there, **just to watch**. She works for Coimisiún na Meán and is helping us with the study.

Your teachers will also be in school and if your parent/guardian wants, they can be there too. We are prepared to support you, but they will be close by to help if you need.



Frances

Will the study upset me?

The study probably won't upset you.

However, **there is always a chance that something you see, something that another person says or something else we talk about might upset you by surprise.**

We will try our best to make sure this does not happen, by keeping an eye on what we are talking about during the focus group.



If it does happen, that's okay too.

We work with children all the time, so we're used to it.

If anybody gets upset, we will **stop the focus group, take a break and decide together what to do next.**

Don't worry about the study. **The most important thing is that you are okay.**

If you tell us something that's upsetting and we are worried about your safety, we will have to tell other adults to make sure you will be safe.



Do I have to take part?

No, not at all. **It's up to you!**

If you don't want to take part in the study, that is fine and **nobody will mind**.

Have a chat with your parent/guardian(s) or another grown-up you trust to help you decide. **You can also get in touch with us if you have any more questions.**

Even if you do decide to take part, **you can change your mind at any time**. So if you don't want take part anymore before, during or after the focus group, you can let us know and that's okay.



What will happen with the things I tell you?

We will keep the form you sign in an online folder that only we can open. The form will be **locked** in there until the study ends and then we will delete it.

Everything you tell us during the focus group will be recorded on the voice recorder. After this, Frances will send the recording to another company, who will type out everything you say! **Don't worry, she will make sure they won't be able to tell it was you talking.**

Then, Frances will get all the information back from the company and keep it in another **locked online folder**. When the study is completely over, all the information will be **deleted forever**.



If you want to **see, change or delete** any of your information before the study is over, you are allowed to, just let us know!



What happens after the focus group?



Frances will spend a long time looking at all the things children told us and **write a big report** about what she's learned.

We will make sure to tell you when this report is finished. When it is, it will be shared with everybody in Ireland and help adults make rules that will protect your right to safe information.

We will let you know what decisions have been made and why.

Even though everybody will be able to read the report, **nobody will be able to tell that you were one of the children who took part in the focus group.**

What do I do now?

If you and your parent/guardian(s) decide you want to take part in the study, you will be asked to write your name on the **assent form**.

This form is to say **you understand the study and what will happen**. You will get to keep a copy of the form as well as this leaflet.

If you have more questions, you can get in touch with us by emailing timmy.hammersely@oco.ie or calling 087 366 6407



Appendix 14 - Information Booklet For 13-17 Cohort

Research Study on Attitudes to Media Content

If you're aged 13-17, this information is for you!

Hello!

We work with the Ombudsman for Children's Office (OCO). Our job is to make sure young people are listened to and have a say about issues that affect them. Our names are...



Timmy Ailidh Thomas Brianna



ombudsman do leanaí for children

The OCO work to protect the rights of every child in Ireland. Rights are all the things that you need to survive and develop in dignity.

Did you know...?

You have the right to enjoy all kinds of media content. Media content is everything you watch or listen to on tv, in the cinema, on the radio or the internet. However, that doesn't mean children should see all the content that's out there. You also have to be kept safe from information that might harm you.

We're working on a research study with two other organisations in Ireland, Coimisiún na Meán and the Irish Film Classification Office, to make sure your rights are protected.



What is our study about?

We want to know where you see or hear media content and what you think about it.

We'd like to ask about things you see on TV, in the cinema and on streaming services. We'd like to know about what you hear on the radio, as well as what you see online, on social media, or other places we're not aware of.

In particular, we will be asking you what you think about media content that could be considered harmful or offensive, and why. This will include conversations around content that includes violence, sexual content or nudity, that shows harmful or dangerous behaviours, and strong language.



Why is this study being done?



Young people have the right to have a say. This means when adults are making decisions that affect your lives, we have to ask your opinion.

Coimisiún na Meán and the Irish Film Classification Office make rules and decide when media content is age-appropriate, so that your right to enjoy media safely is protected. We've already asked adults what they think children need from these rules. Now, for the first time, we want to ask young people what you need.

With your help, we can make sure every child in Ireland is kept safe from harmful content, while still making sure young people can access media that is interesting and enjoyable!



Coimisiún na Meán IFCO

ORIG AICMTHE SCANNÁN NA HÉIREANN IRISH FILM CLASSIFICATION OFFICE



What happens if I agree to take part?

You will take part in a focus group. You and other young people will meet with us. We will ask you some questions and take notes about what you say. This will take place in your school or youth organisation and will last for one hour.



To help the discussion, we will **show you some short video clips** from movies or tv shows that you might already know. All of the videos will be suitable for your age.

There are no right or wrong answers to these questions, so don't worry, you don't have to prepare before the focus group. If you'd like to answer the questions in another way, like writing or drawing, we can help you do that too.

We will be recording what you tell us using a **voice recorder**. This is so we can listen back to what you have said and make sure we understood you correctly. We will always tell you when the recorder is being turned on.

Who else will be there?

At the focus group, there will be **2 facilitators from the OCO and 6-8 young people**.

Frances will also be there to observe. She works for Coimisiún na Meán and will write a report about all the views young people share with us.

Your teachers will also be in the school. We are prepared to support you, but they will be close by to help if you need.



Frances

Will the study put me at risk?

It's not likely that the study will put you at risk. However, there is always a chance that something you see, something that another person says or something else we talk about might upset you by surprise.

We will try our best to make sure this does not happen, by keeping an eye on what we are talking about during the focus group.

If it does happen, that's okay too. We work with young people all the time, so we're used to it. If anybody gets upset, we will stop the focus group, take a break and decide together what to do next. Don't worry about the study. **The most important thing is that you are okay.**

If you tell us something and we are worried about your safety, we will have to tell other adults to protect you from further risk.

Do I have to take part?

No, not at all. It's up to you! If you don't want to take part in the study, that's fine and nobody will mind.

Have a chat with your parent/guardian(s) or another adult you trust to help you decide. You can also get in touch with us if you have any more questions.

Even if you do decide to take part, **you can change your mind at any time.** So if you don't want to take part anymore before, during or after the focus group, you can let us know and that's okay.



What will happen with the information I tell you?

The OCO will keep your consent form in a **locked digital folder** that only the research team can access. Your personal data will remain there until the study ends and then we will delete it.

Everything you tell us during the focus group will be recorded on the voice recorder. After this, Frances will send the recording to a transcription company, who will make a written version of the recording. **Don't worry, before they do, she will make sure no one can tell it was you talking.**

Then, Frances will get all the information back from the company and store it in a digital folder, which will also be locked. **Only the researchers in Coimisiún na Meán will be able to see it.** When the study is completely over, all the information will be deleted forever.

If you want to see, change or delete any of your information before the study is over, you can. Just let us know!

What happens after the focus group?

The Coimisiún na Meán researchers will analyse the information from each focus group and write a report about what they've learned, including recommendations.

We will make sure to tell you when this report is complete. When it is, it will be shared with everybody in Ireland and hopefully, help adults make regulations that will protect your right to access safe information. **We will let you know what decisions have been made and why.**

Even though everybody will be able to read the report, nobody will be able to tell that you were one of the young people who took part in the focus group.

What do I do now?

If you and your parent/guardian(s) decide you want to take part in the study, you will be asked to fill out and sign an assent form.

This form is to say you understand the study and what will happen. You will get to keep a copy of the form as well as this leaflet.

If you have more questions, you can get in touch with us by emailing timmy.hammersely@oco.ie or calling **087 366 6407**.



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for children



IFCO
IRISH FILM CLASSIFICATION OFFICE



Coimisiún
na Meán

Appendix 15 – Description Of Stimuli Used To Support The Focus Group Discussions

Violence

Harold & the Purple Crayon

A fast-paced, action-filled clip from the family movie, *Harold and the Purple Crayon*, which is classified as General Certificate (G). The clip depicts mild violence and threat including:

- a large fantasy animal charging at speed towards a character and knocking him to the ground
- a large spear-type weapon being fired at a fantasy character, and
- a fantasy animated large spider being swallowed by a fantasy character.

The content is highly stylised, and none of the violent actions appear to result in injuries to the protagonists. The clip was intended to explore whether children's perceptions of violence were impacted by factors such as context, the fantasy nature of the content and whether the violence was perpetrated against the protagonists ('good guys') or the antagonists ('bad guys').

Stimulus was used in adult and children's FGDs.

Venom

A clip from the movie, *Venom*, which is classified as 15A, depicting a character that has just been hit by a car. The driver gets out and suggests that the collision was intentional, as a means of capturing the character, who is clearly injured with cuts and broken bones. When the driver gets down to confront the character, the character transforms into a monster. The monster throws the driver, and bites the head of another character, after they try to shoot the monster. The monster then bounds away, causing damage to the city around it. It swims to a safe location and transforms back into the man, who has since healed from his previous collision. This clip was used to discuss attitudes to real-world but non-graphic violence that have a fantasy element. Stimulus was used in adult FGDs.

Solo Levelling

A clip from an anime-style cartoon, rated 16+ on Netflix. In the clip a character reveals a knife. Though the viewer does not see the character use his knife, there is a cutting sound, followed by a pool of blood falling to the floor, and the head of his enemy. The character then threatens other characters around him verbally. This clip was intended to explore attitudes to graphic, but stylised animated violence. Stimulus was used in adult FGDs.

Eastenders

A clip from the evening soap, *Eastenders*, which is usually broadcast around 7.30pm on television. The clip occurs in a domestic setting where two younger boys and two teenage boys sit down to eat a takeaway dinner. One of the teenagers behaves like a bully to one of the younger boys. When challenged by the other teenager he reacts violently, pouring hot soup down the other teenager, knocking food off the table, and shoving the adults in the scene, who also try to intervene. This clip was intended to explore realistic violence that can occur in a domestic setting. Stimulus was used in adult FGDs.

Alien Romulus

A clip from the movie, *Alien Romulus*, which was classified as 15A, and depicts a woman giving birth on a spaceship. The character is clearly distressed and sweating. The scene establishes something is wrong with the birth. Her stomach swells rapidly, and prior to birthing an alien pod, she expels a large quantity of blood. The woman calls to her colleague for help, who cuts the umbilical cord. She runs with the alien pod before dropping it. As it opens, threateningly, the sound of a baby crying can be heard. This clip was intended to explore graphic violence in a fictionalised setting. Stimulus was used in adult FGDs.

A Haunting in Venice

A clip from the movie, *A Haunting in Venice*, which was classified as 12A, depicts a séance scene. The music that is used is eerie, the scene is dark, and the camera work is disorientating. The conductor of the séance spins, making guttural sounds, before adopting the voice of a younger child. They then say they are thirsty, before the camera spins around to other characters in the room as the voice accuses one of murder. At the end of the scene a window blows open. This clip was intended to explore descriptions of violence, and the use of sound, light, and camera work in introducing threat to a scene. Stimulus was used in adult FGDs.

The Little Mermaid

A clip from the movie, *The Little Mermaid*, which was classified as PG. The clip depicts fantasy violence between a sea creature and human character, during which the human character tries to save a separate mermaid character. The clip was used to explore audiences' attitudes to themes of threat and violence in fantasy. Stimulus was used in adult FGDs.

The Hunger Games

A clip from the movie, *The Hunger Games*, which was classified as 12A, and which involves groups of teenagers being pitched against each other in a game of survival whereby they are forced to compete for food and other resources. In the clip, there are shots of weapons including swords and knives, violent behaviour, blood on weapons and, at the end of the clip, dead bodies. There is no dialogue in the clip. This clip was intended to support an exploration of issues such as the importance of context, and of factors such as dialogue, the presence of weapons, blood, injuries, etc., in shaping participants' perceptions of violent content. Stimulus was used in adult and children's FGDs.

Civil War

A clip from the movie *Civil War*, which was classified as 15A. The clip depicts urban warfare between a group of shooters on an upper ledge, and another group below, accompanied by war reporters. There is shooting throughout as the ground-based shooters try to create an opportunity for their ally to reach safety. As he attempts this, he is shot multiple times. The scene ends with a medic treating his bullet wounds. The clip was used to explore attitudes to graphic and realistic violence. Stimulus was used in adult FGDs.

An Créatúr

A clip from the short film, *An Créatúr*, involving four teenagers. Three of the teenagers are smoking. The fourth teenager uses a wheelchair and is unable to participate, or consent to smoking due to paralysis. Two of the teenagers that smoke use bad language and make disparaging comments about the third teenager smoking the cigarettes, and the fourth teenager who uses a wheelchair. This suggests an uneven power dynamic in the group. The two teenagers then proceed to force the teenager who uses a wheelchair to smoke. The third teenager retaliates with physical violence. The scene ends with the two antagonists holding the other teenager who smokes up, and hitting him, causing him to fall to the ground. At this stage, they walk away, calling the other teenager a 'Bigger freak than his brother'. The scene is in Irish, with English subtitles. This scene depicts real-world and peer-relevant violence. Stimulus was used in adult FGDs.

News coverage of domestic abuse case

A Virgin Media news report broadcast at 5.30pm, which reports factual information about the court case against Christopher Stokes. It includes explicit details of the extreme domestic violence and threats made confirmed during the case. It outlines the outcomes of the case, and ends with the reporter emphasising how the victim, Simone Lee, has got her voice back, and that she encourages others experiencing similar abuse to come forward. This clip was used to explore attitudes to violence, as reported in journalism. Stimulus was used in adult FGDs.

Paddington 2

A clip from Paddington 2, which is classified as G, showing a speeding carriage enter a river. A woman jumps from a high bridge into the river to save Paddington, depicted as a fictionalised bear. As she tries to open the carriage, she sees that it is locked. The scene ends unresolved, with melancholic music, suggesting Paddington has accepted his fate. This clip was used to explore attitudes to danger within a fictionalised context. Stimulus was used in adult FGDs.

Red One

A fast-paced action-filled clip from the family action movie, Red One, which is classified as 12A. The clip depicts highly stylised violence involving the human protagonists, a large mythical creature and two large robots. The clip was intended to explore whether perceptions of violence were impacted by factors such as the nature of the characters and the impact or intensity of the violence. Stimulus was used in adult and children's FGDs.

Fair City

A clip from the Irish soap opera Fair City, usually broadcast around 7.30pm on television. This scene depicts a fight in a prison.

The Substance

A clip from the movie The Substance, which is classified as 15A, which shows a younger woman in distress, bleeding from her nose and experiencing a migraine in her bathroom. To stop her pain, she takes spinal fluid from a body on the floor and injects it into herself. The scene ends with her jumpsuit being unzipped, and her organs spilling out over the floor. This clip was used to explore attitudes to realistic gore depicted in surreal settings. Stimulus was used in adult FGDs.

A Six One report on sexual violence

A Six One news report from RTÉ news, which reports factual information about the civil action case against Conor McGregor. It includes explicit details of the sexual violence alleged during the case, and its subsequent impact. This clip was used to explore attitudes to violence, as reported in journalism. Stimulus was used in adult FGDs.

Wonka

A clip from the movie, Wonka, which is classified as PG. The clip depicts two characters intentionally locked in a room that is slowly filling up with chocolate. The characters try to get out through a glass panel in the roof, but as they approach it, the people who locked the characters in the room appear, smiling and waving, but leaving the two characters trapped as they slowly submerge in chocolate. This clip was used to explore attitudes to fantasy violence. Stimulus was used in adult FGDs.

Dangerous and harmful behaviour

Halal Daddy

A trailer for the movie Halal Daddy, which is classified as 15. Framed comedically, it explores themes of cultural identity, religion, belonging, prejudice and discrimination through the lens of a young Bradford-born Muslim man living in Ireland. This clip was used to explore the depiction of minority cultures on screen, and the factors that contribute to or mitigate dangerous or harmful representation. Stimulus was used in adult FGDs.

Brendan O'Carroll clip

A clip from an interview with the comedian Brendan O'Carroll on the Late Late Show, broadcast at 9.35pm, depicting a joke about suicide. Focus group participants were shown both the set up and punchline of the clip.

Joker: Folie à Deux

A clip from the movie Joker: Folie à Deux, which is classified as 15A, depicting unexpected and graphic violence. In the scene, a character approaches another to tell a joke. At the punchline, the character telling the joke repeatedly stabs the other character, who appears shocked, and falls over, hitting his head. The scene was used to explore attitudes towards graphic violence, particularly the impact of unexpected graphic violence on viewers. Stimulus was used in adult FGDs.

A Man called Otto

A clip from the movie A Man Called Otto, rated 12A. This clip includes depiction of suicide ideation, and was used to discuss when such depictions become dangerous or harmful, alongside the factors that exacerbate or mitigate depictions of suicide ideation. Stimulus was used in adult FGDs.

Asal

A clip from the short Irish-language film Asal. The clip shows an adult talking to a younger boy, implied to be a member of the Traveller community, who is in a rowboat. They are discussing the man's donkey. The man says the donkey makes a lot of noise, and the younger boy suggests it is because the donkey could be hungry. The man reacts violently, grabbing the younger boy, threatening to harm him and the donkey if the boy reports him to animal welfare. He then shouts disparaging comments to the younger boy as he rows away. This clip explored the effects of discriminatory treatment of a young boy by a grown man. Stimulus was used in adult FGDs.

The Invisible Man

A clip from the movie The Invisible Man, rated 16. This film included themes of domestic abuse in a fantasy setting, with horror elements.

Pat Shortt

A mockumentary clip featuring comedian Pat Shortt. The presenter of the clip meets two members of the travelling community in their moving caravan. Both members of the travelling community are dressed comically, are named comically, and the scene suggests they have been on the road for 'seven years, constant'. The clip was intended to support an exploration of potentially offensive content, and discussions around when this content becomes harmful and discriminatory. Stimulus was used in adult FGDs.

Love, Simon

A clip from Love, Simon, which is classified as 12A. In the clip, a pair of students in an American high school canteen demonstrate overtly homophobic behaviour towards an apparently homosexual student in front of a large gathering of fellow students. This clip was intended to support an exploration of the impact on participants' views about dangerous or harmful behaviours when the issue remains unresolved at the end of the scene. Stimulus was used in adult and children's FGDs.

The Dry

A clip from the television series The Dry, usually broadcast at 9.35pm. In this scene the male and female character engage in a heated conversation. The scene includes references to Christianity that may be deemed offensive, including expletive remarks, and one character referring to the other as 'one of them religious nuts'. The clip was used to explore attitudes to religion, use of language, and the depiction of religious content in a way that is potentially offensive. Stimulus was used in adult FGDs.

Songbird

A clip from the short film, Songbird, which is classified as PG. The clip shows two girls standing at the side of a swimming pool in swimsuits. There is no one in the pool and no lifeguard appears to be present. It appears that one girl is putting pressure on the other girl to jump in, despite the fact that the other girl is clearly frightened and cannot swim. During the scene, we hear the other girl's inner monologue which includes themes of separation and loss. Stimulus was used in children's FGDs.

Operation Transformation

A clip from the RTÉ television reality TV series, Operation Transformation, usually broadcast at 8.30pm, in which participants share their journey towards a healthier lifestyle. A key part of the programme is a weekly update to a panel of experts from the fields of fitness, nutrition and psychology. During the clip, a female participant has been weighed and is receiving feedback from one of the panellists. The feedback is negative and critical in nature, and the tone in which it is delivered is aggressive. The contestant argues with the expert that the feedback is unfair and unwarranted, and becomes visibly upset in doing so. This clip was intended to explore the importance of context, genre, and the extent to which the resolution of an issue impacts on participants' perception of content depicting dangerous or harmful behaviours. Stimulus was used in adult and children's FGDs.

Sexual content and nudity

Barbie

A clip from the movie, Barbie, which was classified as 12A. The clip is set in a clearly fictionalised world. Two of the Kens threaten each other. Their choice of words during this exchange sounds like, but is not related to, a sexual act. The clip was intended to facilitate discussions around the appropriateness of innuendo and implied sexual content. Stimulus was used in adult FGDs.

Powerpuff Girls

A clip from the children's animated television show Powerpuff Girls. Through music, it suggests that the mayor character is attracted to another character, who is characterised only by her body and voice. The clip explored sexual content, and sexualised characters, and the appropriateness of sexual euphemisms in an animated show for children. Stimulus was used in adult FGDs.

Strange Darling

A clip from the movie, *Strange Darling*, which was classified as 18. The clip shows a woman tied to a bed, clearly in distress. A man is on top of her, both insulting her and threatening her. The music in this scene is dark and tense. It was used to explore audiences' attitudes to sexual violence in cinema. Stimulus was used in adult FGDs.

Gravity Falls

A clip from the children's cartoon television show, *Gravity Falls*, which suggests a younger boy is spying on another character through a keyhole. An older character spots him and announces 'It looks like you're at that creepy age where you spy on girls' and that it was 'time for that talk about the birds and the bees'. The clip cuts to the older man and younger boy reading a biology book, and the younger boy suggesting he found the experience uncomfortable. The clip is humorous and the reference to sex is implicit in nature. The clip was intended to facilitate discussions around sexual content that is not explicit, but implied. Stimulus was used in adult FGDs.

Good Luck to You, Leo Grande

A clip from the movie, *Good Luck to You, Leo Grande*, which was classified as 16. During the scene, an older woman lists a range of sexual acts she would like to undertake with a younger male prostitute. This scene was used to discuss audiences' attitudes to discussions about sex. Stimulus was used in adult FGDs.

Challengers

A clip from the movie, *Challengers*, which was classified as 15A. The clip depicts a scene involving three teenagers sitting on the edge of a bed. Two of the teenagers are male, and one is female. The scene contains intense kissing between all three characters, until the female withdraws and continues to observe the two male characters as they kiss intensely. It is implied, through non-verbal cues, that the female teenager is manipulating the situation for her own pleasure. This clip was intended to support an exploration of issues such as the importance of context, intensity and types of activity in scenes of a sexual nature. Stimulus was used in adult and children's FGDs.

Survivor

A clip from the reality TV programme, *Survivor*, usually broadcast at 8pm, in which two female contestants walk along a beach and discuss unwanted touching by a male contestant on the programme. There is a cutaway to one instance of the unwanted touching, in which the male contestant stands close to the female contestant and touches her hair, face and neck. One of the female contestants highlights that this sort of behaviour has occurred on more than one occasion, and that this happens in other walks of life, including in workplaces. She says there is nothing that can be done to address it, as there will be negative consequences for the person making the complaint. This clip was intended to support an exploration of:

- the impact of the reality genre and real-life context on participants' perception of content depicting dangerous or harmful behaviours, and
- participants' views regarding the educational or societal value, if any, of content that depicts or discusses matters such as consent and sexual harassment.

Stimulus was used in adult and children's FGDs.

Are you there God? It's Me, Margaret

A clip from the movie *Are you there God? It's Me, Margaret*, rated PG, which depicts a group of teenagers drawing lots, to be paired together to kiss. The scene was used to explore the audience's attitudes to content that explore sexual themes as they relate to teenage years. Stimulus was used in adult FGDs.

Tommy Tiernan

A clip from Tommy Tiernan's chat show, usually broadcast at 9.35pm, in which he interviews a dominatrix. The dominatrix explains the rationale behind their work, and why people are interested in their services. This clip was used to explore attitudes to discussions around sexual content in a non-sexualised setting. Stimulus was used in adult FGDs.

How to Have Sex

The trailer for the movie How to Have Sex, classified as 15A. The trailer includes a series of clips depicting a party holiday in a sunny location. Several clips depict risky behaviour. While ambiguous, it suggests that one character had an unwanted sexual experience. This clip was used to explore attitudes to media content exploring sexual themes that focus on younger people. Stimulus was used in adult FGDs.

Appendix 16 – Contact Details For Support Services

This report includes consideration of the topic of harmful and offensive media content. As such, there are some references to themes including suicide, self-harm, and violence (including sexual violence, graphic violence and domestic abuse). The report does not include detailed descriptions of this content, but the topics discussed are highly sensitive and may be distressing or upsetting for some readers. If you or someone you know needs support, a list of resources and support services is provided below. This also includes information about reporting harmful content, making a complaint or offering feedback to the regulators.

Support services

<u>In an emergency</u>	If you, or someone you know is at immediate risk of harm, go to or call the emergency department of your local hospital. Or contact emergency services on 112 or 999.	
<u>In a non-emergency</u>	Consider contacting your local GP or health centre. Visit www.yourmentalhealth.ie for information on how to mind your mental health, support others, or to find a support service in your local area. You can also call the Your Mental Health Information Line on 1800 111 888 for information on mental health services in your area.	
<u>Suicide and self-harm support</u>	Samaritans	Freephone 116 123 Email jo@samaritans.ie Visit www.samaritans.ie for more information
	Pieta	Freephone 1800 247 247 anytime day or night Text HELP to 51444 (standard message rates apply) Visit www.pieta.ie for more information
	Text About It	Text HELLO to 50808, anytime day or night Visit www.textaboutit.ie for more information
	Childline	Freephone 1800 66 66 66 Live chat at www.childline.ie
	Parentline	Freephone 01 873 3500 Visit www.parentline.ie for more information
<u>Domestic abuse and sexual violence</u>	Women's Aid National Helpline	Freephone 1800 341 900 There are also 37 local domestic abuse services for women located in towns and cities across Ireland. Their services are free, confidential, and available to women. More information on localised support is available at: https://www.safeireland.ie/get-help/where-to-find-help/
	Men's Aid	Available Monday to Friday, 9am to 5pm, 01 554 3811
	Rape Crisis Ireland	Freephone 1800 77 88 88

To make a complaint about harmful or offensive media content

Organisation	Contact
Coimisiún na Meán	For guidance on reporting or making a complaint, visit Report & complain - Coimisiún na Meán
The Press Council	Telephone 01 648 9130 Email administrator@pressombudsman.ie

Irish Film Classification Office	Complaints relating to the classification of films in Ireland can be submitted to IFCO via email to info@ifco.gov.ie
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For more information on how to make a complaint about media in Ireland, see existing guidance from Citizens Information: <https://www.citizensinformation.ie/en/consumer/how-to-complain/complain-about-media/>

For more information on your rights to freedom of expression, see existing guidance from Citizens Information: <https://www.citizensinformation.ie/en/government-in-ireland/irish-constitution-1/censorship/>

Appendix 17 – Steering Committee / Safeguarding Panel Membership

Steering Committee membership:

Coimisiún na Meán

- Carmel Kearns
- Frances Hague
- Louise McLoughlin
- Declan McLoughlin
- Gillian Kingston

Irish Film Classification Office:

- Ciarán Kissane
- Zélie Asava
- Aoife O'Connor

Safeguarding Panel membership:

Coimisiún na Meán

- Leanne Caulfield
- Niamh McCole

Irish Film Classification Office:

- Ciarán Kissane
- Zélie Asava
- David Power

Ombudsman for Children Office

- Timmy Hammersly
- Colm Leonard

