

SEKRETESS

2025-10-13

STOCKHOLMS TINGSRÄTT

B 10252-23
Aktbilaga 186

21 kap 1 § offentlighets- och sekretesslagen (2009:400)
2025-10-14, Linnéa Vahlberg, Kvalificerad domstolshandläggare



Polisen

Tilläggsprotokoll till 5000-K765486-23

Arkiv/Åkl. ex

Enhet

Polisregion Sthlm, Grova brott 1 PO Sthlm City

Handläggare (Protokollförare)

Waldemar Bobeck

Undersökningsledare

Christer Jarlås

Polisens diarienummer

5000-K765486-23

Tilläggsprotokoll

(Protokoll F)

SEKRETESS

1

Åklnr

AM-91610-23

Signerat av

Waldemar Bobeck

Signerat för Högsta Rätt

2025-10-10 10:53

Datum: 2025-10-13

2025-10-10 10:53

AKTBIL: 186

Personer i ärendet

Förtursmål Nej	Beslag Finns	Målsägande vill bli underrättad om tidpunkt för huvudförhandlingen Ja
Ersättningsyrkanden		Tolk krävs

Notering

Detta är ett tilläggsprotokoll (Benämns protokoll F) i ärende 5000-K765486-23.

Observera att aktuellt protokoll innehåller skyddsvärda uppgifter.

Protokollet innehåller kompletterande skadedokumentation gällande målsägande Karin Elmegard. Kompletteringen har utförts efter att talan har väckts i ärendet.

Innehållsförteckning

Diariernr	Uppgiftstyp	Sida
5000-K765486-23	PM Kompletterande skadedokumentation Karin Elmegard.....	3
	<i>Bilaga: 1. Journal tandskador, Karin Elmegard</i>	
	<i>Bilaga: 2. Fotografier tandskador, Karin Elmegard</i>	
	<i>Bilaga: 3. Fotobilaga, skadedokumentation Karin Elmegard</i>	
	Tjänsteanteckning Slutdelgivning jml. RB 28:18.....	46



Polisen

SEKRETESS

3

PM

Signerad av

Kompletterande skadedokumentation Karin Elmegard

Signerad datum

Enhet

Polisregion Sthlm, Grova brott 1 PO Sthlm City

Diariernr

5000-K765486-23

Uppgiftslämnare

Elmegard, Karin

Datum

2025-05-24

Tid

13:20

Beslag verkställt

Nej

Material för analys

Nej

Mottaget

Mottaget datum

2025-05-24

Tid

13:20

Sätt på vilket uppgift lämnats

E-post

Upprättad av

Waldemar Bobeck

Involverade personer

Personnummer/Orgnr

Roll

Elmegard, Karin

Berörd person

Uppgiften avser

Kompletterande skadedokumentation gällande målsägande Karin Elmegard

Uppgift

I ärendet så inkom advokat Anja Åström (målsägandebiträde) den 2025-04-24 med kompletterande skadedokumentation avseende målsägande Karin Elmegard.

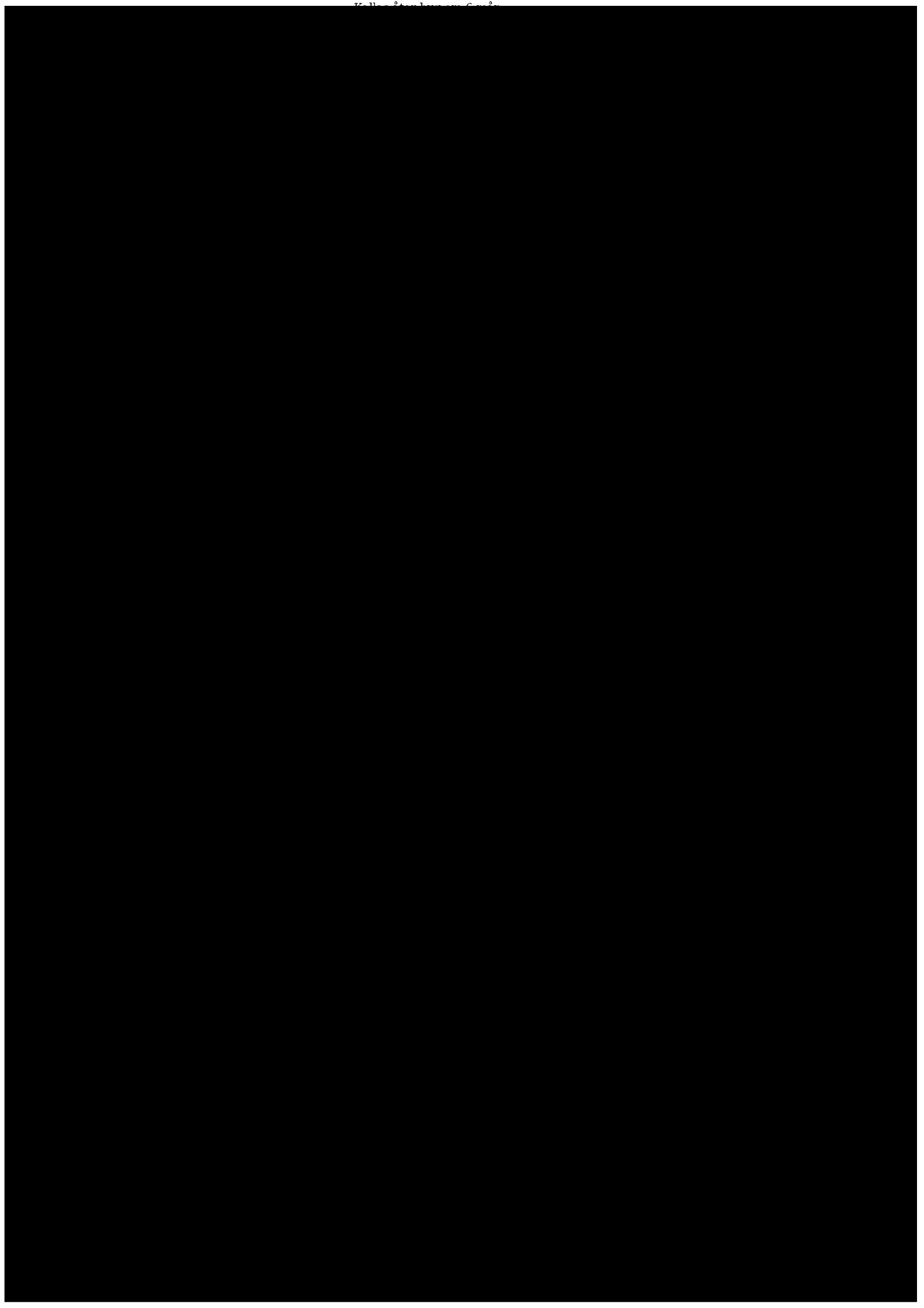
Advokat Åström uppgav i samband med detta att Karin Elmegard förutom de skador som angetts i stämningsansökan även fått tandskador. Journalanteckningar samt fotdokumentation från tandläkaren bifogades med anledning av detta.

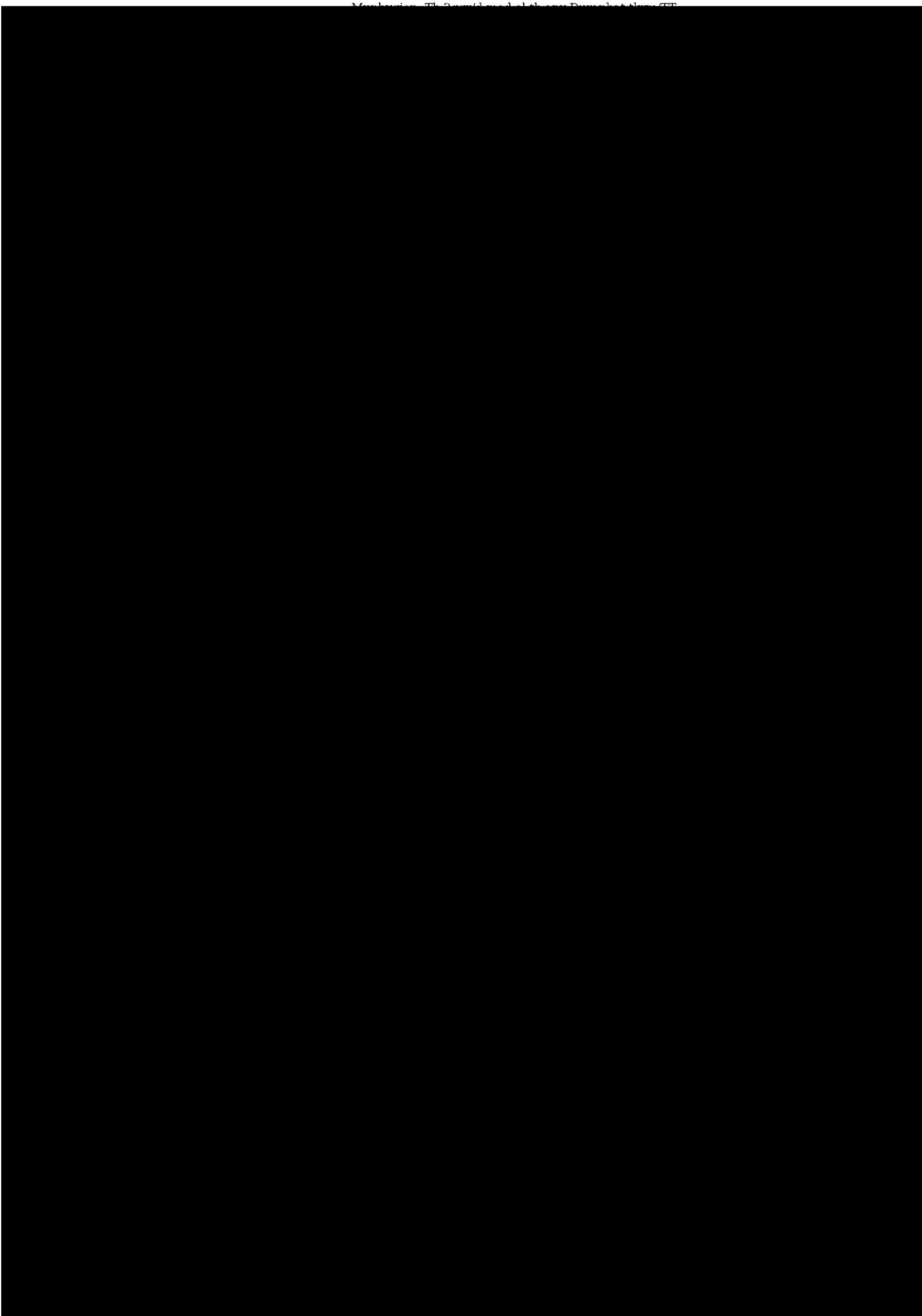
Den kompletterande skadedokumentationen består av följande bilagor:

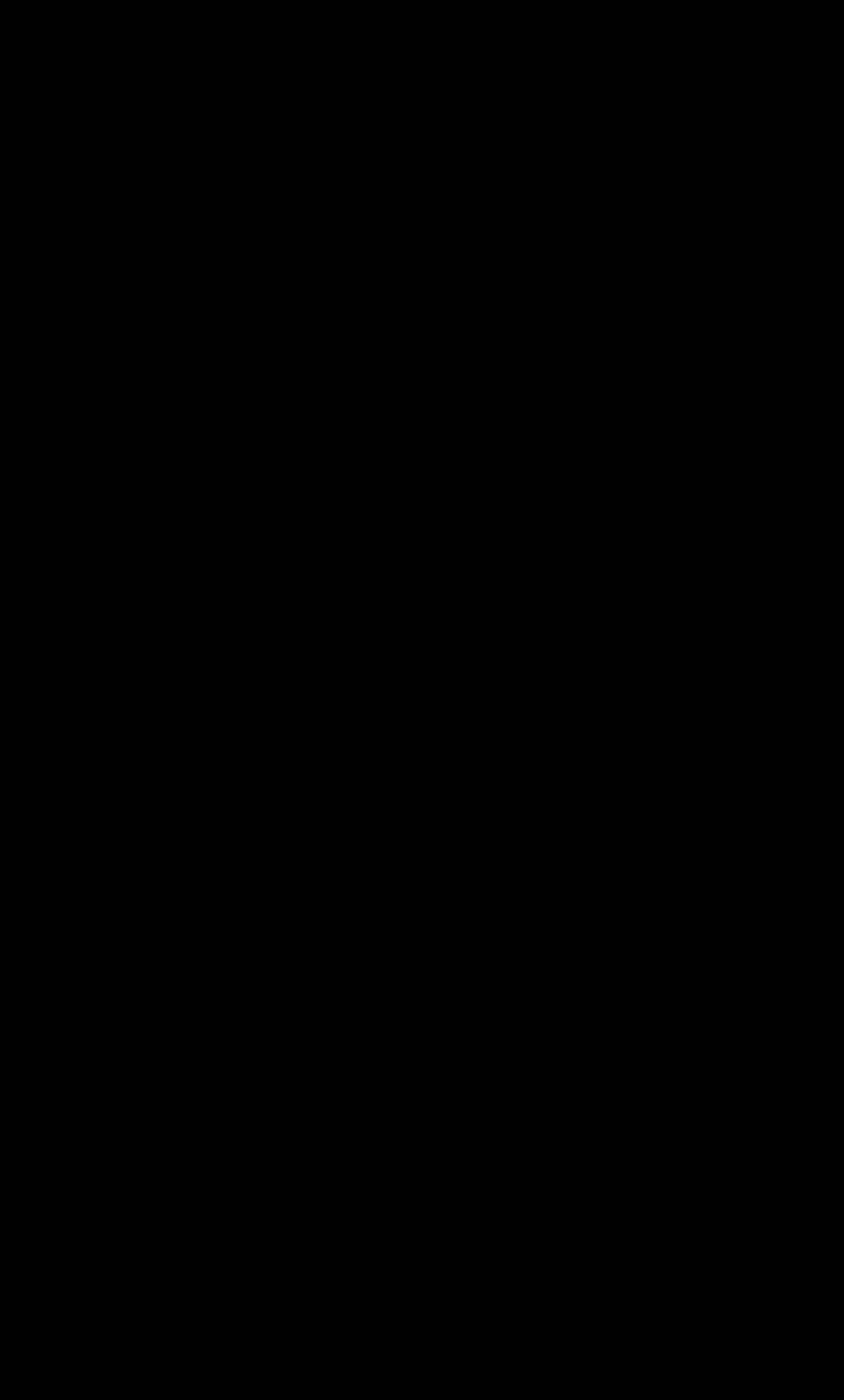
Bilaga 1: Journal tandskador Karin Elmegard, skador från aktuell händelse avhandlas från sida 10 och framåt.

Bilaga 2: Fotografier tandskador Karin Elmegard.

Bilaga 3: Kompletterande fotobilaga gällande omfattningen av de skador Karin Elmegard fick efter händelsen.







The first step in the process of developing a curriculum is to identify the needs of the students. This involves a thorough analysis of the current curriculum and the needs of the students. The second step is to develop learning objectives that are specific, measurable, and achievable. The third step is to select appropriate content and materials that will help students achieve these objectives. The fourth step is to design learning activities that are engaging and effective. The fifth step is to assess student learning and provide feedback to help them improve.

The process of developing a curriculum is a continuous one that requires ongoing evaluation and revision. It is important to involve students in the process and to seek input from other stakeholders. The goal is to create a curriculum that is relevant, challenging, and supportive of student learning.

In the following sections, we will explore each of these steps in more detail and provide examples of how they can be implemented in a classroom setting.

Identifying Student Needs

The first step in the process of developing a curriculum is to identify the needs of the students. This involves a thorough analysis of the current curriculum and the needs of the students. There are several factors that can influence student needs, including their prior knowledge, learning styles, and interests.

One way to identify student needs is to conduct a needs assessment. This can be done through a variety of methods, including surveys, interviews, and focus groups. The results of the needs assessment can be used to inform the development of the curriculum.

Another way to identify student needs is to analyze the current curriculum. This involves looking at the content, materials, and activities that are currently being used and determining whether they are meeting the needs of the students.

Once the needs of the students have been identified, the next step is to develop learning objectives that are specific, measurable, and achievable.

Developing Learning Objectives

The second step in the process of developing a curriculum is to develop learning objectives that are specific, measurable, and achievable. Learning objectives are statements that describe what students should know, understand, and be able to do by the end of a course or unit.

There are several key characteristics of learning objectives:

- Specific: Learning objectives should be clear and specific, describing exactly what students should know, understand, and be able to do.
- Measurable: Learning objectives should be measurable, meaning that they can be assessed through a variety of methods.
- Achievable: Learning objectives should be achievable, meaning that they are realistic and can be attained by the students.

Developing learning objectives is a critical step in the process of developing a curriculum because it helps to ensure that the curriculum is focused on what students need to learn and that the learning activities are designed to help them achieve these objectives.

There are several methods for developing learning objectives, including the following:

- Behavioral objectives: These are objectives that describe specific behaviors that students should be able to perform.
- Knowledge objectives: These are objectives that describe what students should know.
- Understanding objectives: These are objectives that describe what students should understand.
- Attitude objectives: These are objectives that describe what students should be able to do in terms of their attitudes.

Once the learning objectives have been developed, the next step is to select appropriate content and materials that will help students achieve these objectives.

Selecting Content and Materials

The third step in the process of developing a curriculum is to select appropriate content and materials that will help students achieve these objectives. This involves choosing the content, materials, and activities that will be used in the curriculum.

There are several factors that should be considered when selecting content and materials:

- Relevance: The content and materials should be relevant to the learning objectives.
- Quality: The content and materials should be of high quality and accurate.
- Engagement: The content and materials should be engaging and interesting to the students.
- Accessibility: The content and materials should be accessible to all students.

Once the content and materials have been selected, the next step is to design learning activities that are engaging and effective.

Designing Learning Activities

The fourth step in the process of developing a curriculum is to design learning activities that are engaging and effective. Learning activities are the tasks and experiences that students will engage in to learn the content and materials.

There are several key characteristics of learning activities:

- Engaging: Learning activities should be engaging and interesting to the students.
- Effective: Learning activities should be effective in helping students achieve the learning objectives.
- Varied: Learning activities should be varied to meet the needs of different learners.
- Collaborative: Learning activities should be collaborative, allowing students to work together and learn from each other.

Designing learning activities is a critical step in the process of developing a curriculum because it helps to ensure that the curriculum is focused on what students need to learn and that the learning activities are designed to help them achieve these objectives.

There are several methods for designing learning activities, including the following:

- Direct instruction: This involves the teacher providing direct instruction to the students.
- Discovery learning: This involves the students discovering the content and materials on their own.
- Cooperative learning: This involves the students working together in small groups to learn the content and materials.
- Project-based learning: This involves the students working on a project that requires them to apply the content and materials.

Once the learning activities have been designed, the next step is to assess student learning and provide feedback to help them improve.

Assessing Student Learning

The fifth step in the process of developing a curriculum is to assess student learning and provide feedback to help them improve. Assessment is the process of measuring student learning and understanding.

There are several methods for assessing student learning:

- Formative assessment: This is assessment that is used to monitor student learning and provide feedback during the learning process.
- Summative assessment: This is assessment that is used to evaluate student learning at the end of a course or unit.
- Self-assessment: This is assessment that is done by the students themselves.
- Peer assessment: This is assessment that is done by the students themselves, but by their peers.

Providing feedback is an important part of the assessment process. Feedback helps students to understand their strengths and weaknesses and provides them with the information they need to improve their learning.

The process of developing a curriculum is a continuous one that requires ongoing evaluation and revision. It is important to involve students in the process and to seek input from other stakeholders. The goal is to create a curriculum that is relevant, challenging, and supportive of student learning.

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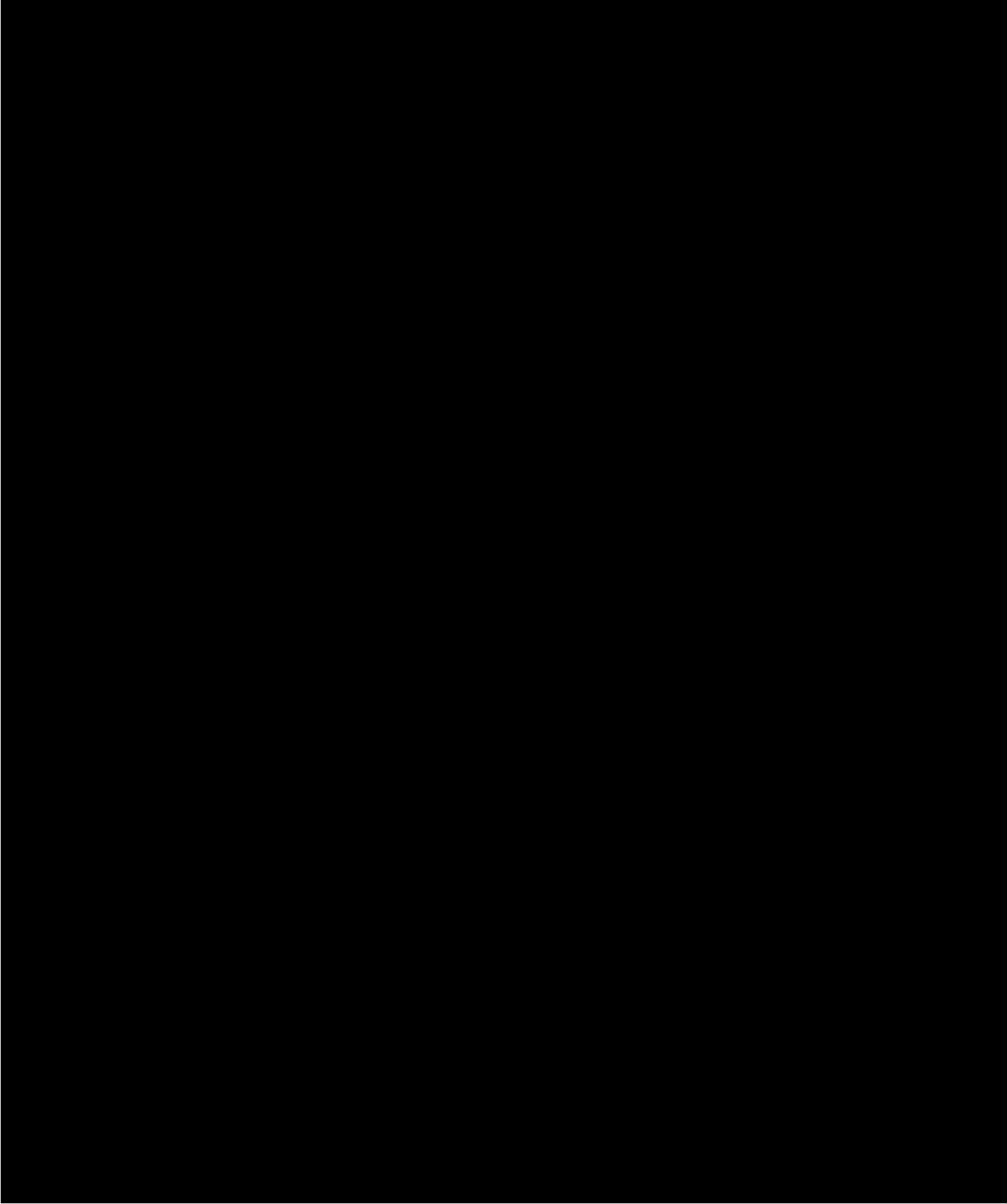
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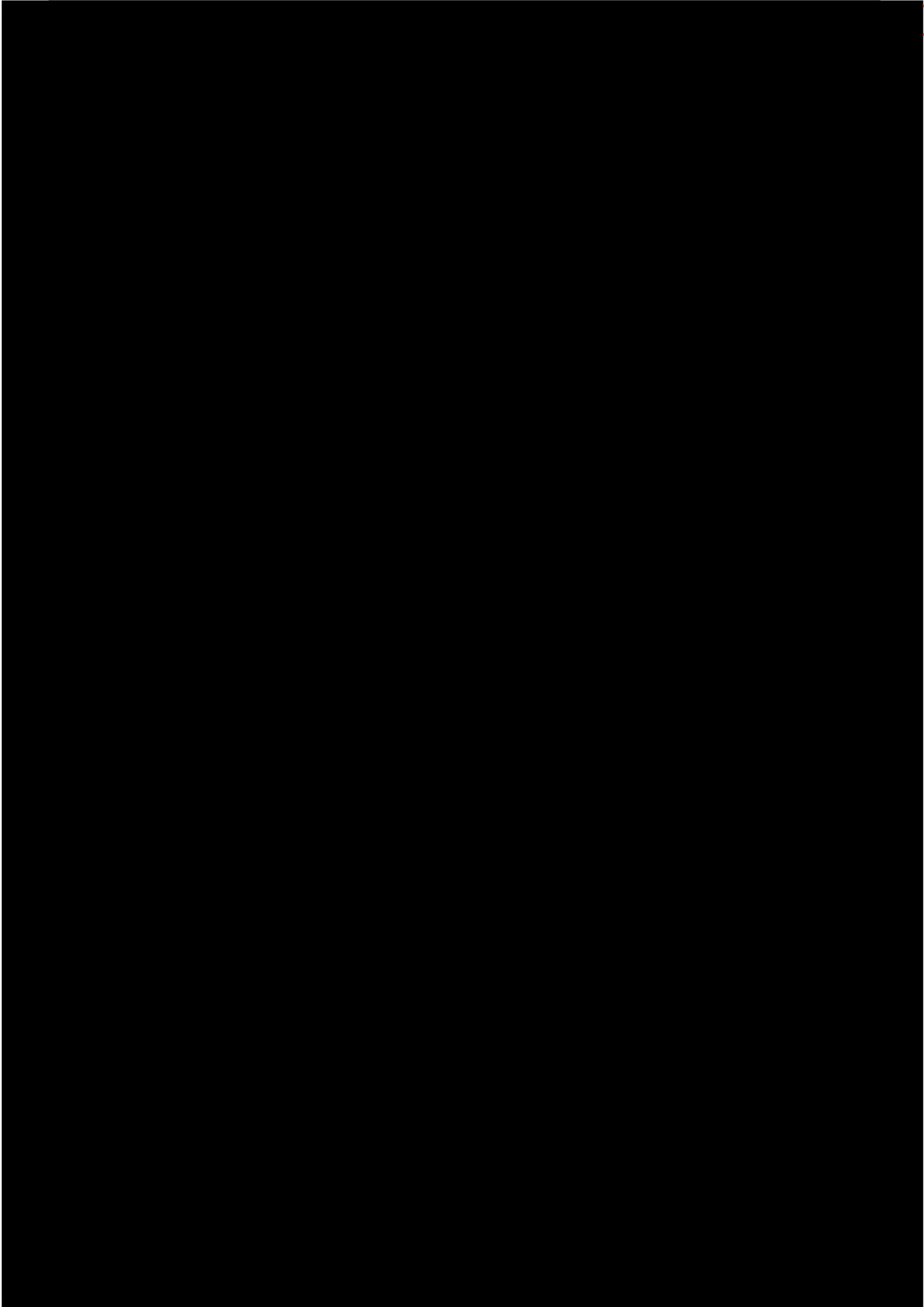
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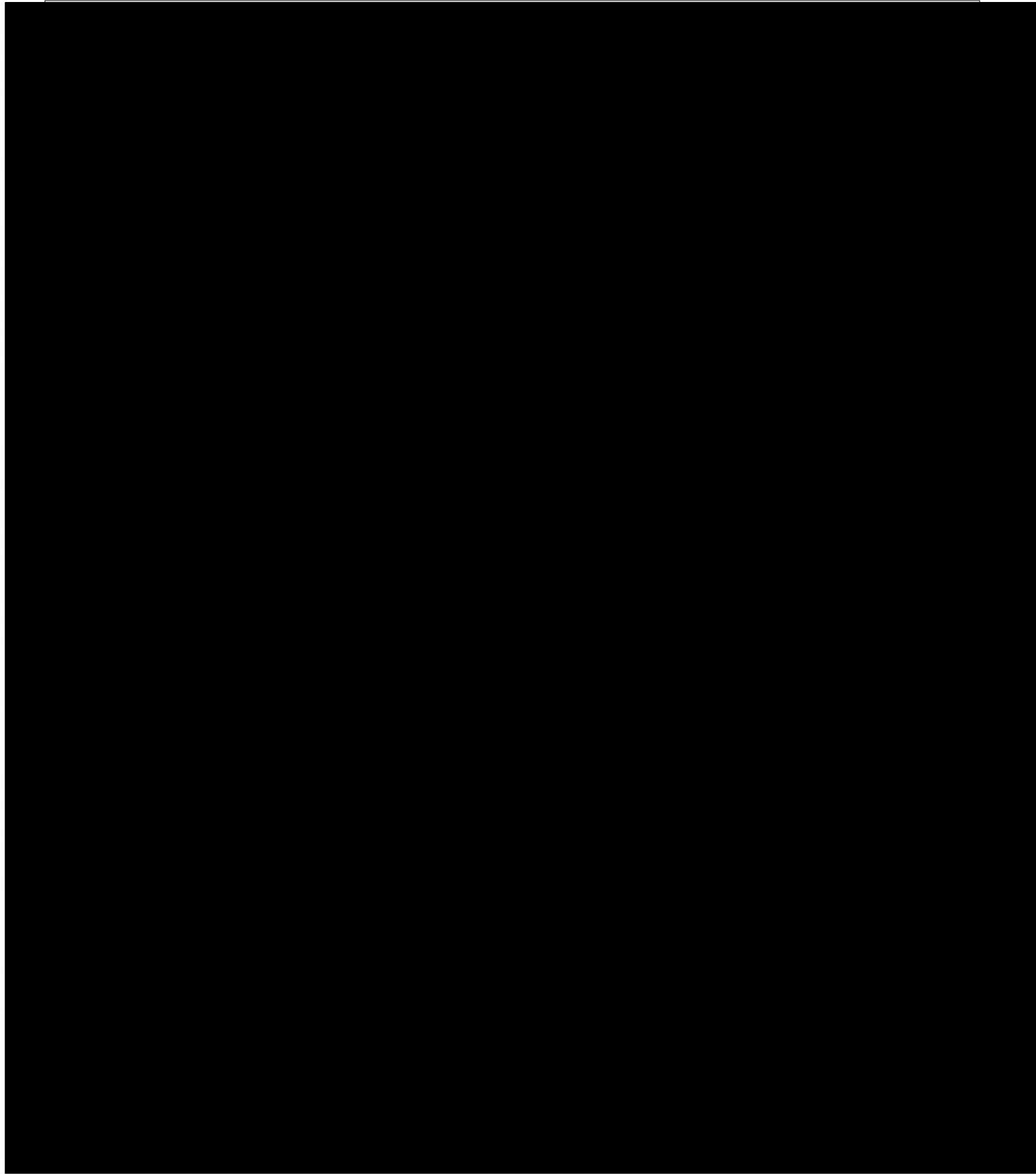
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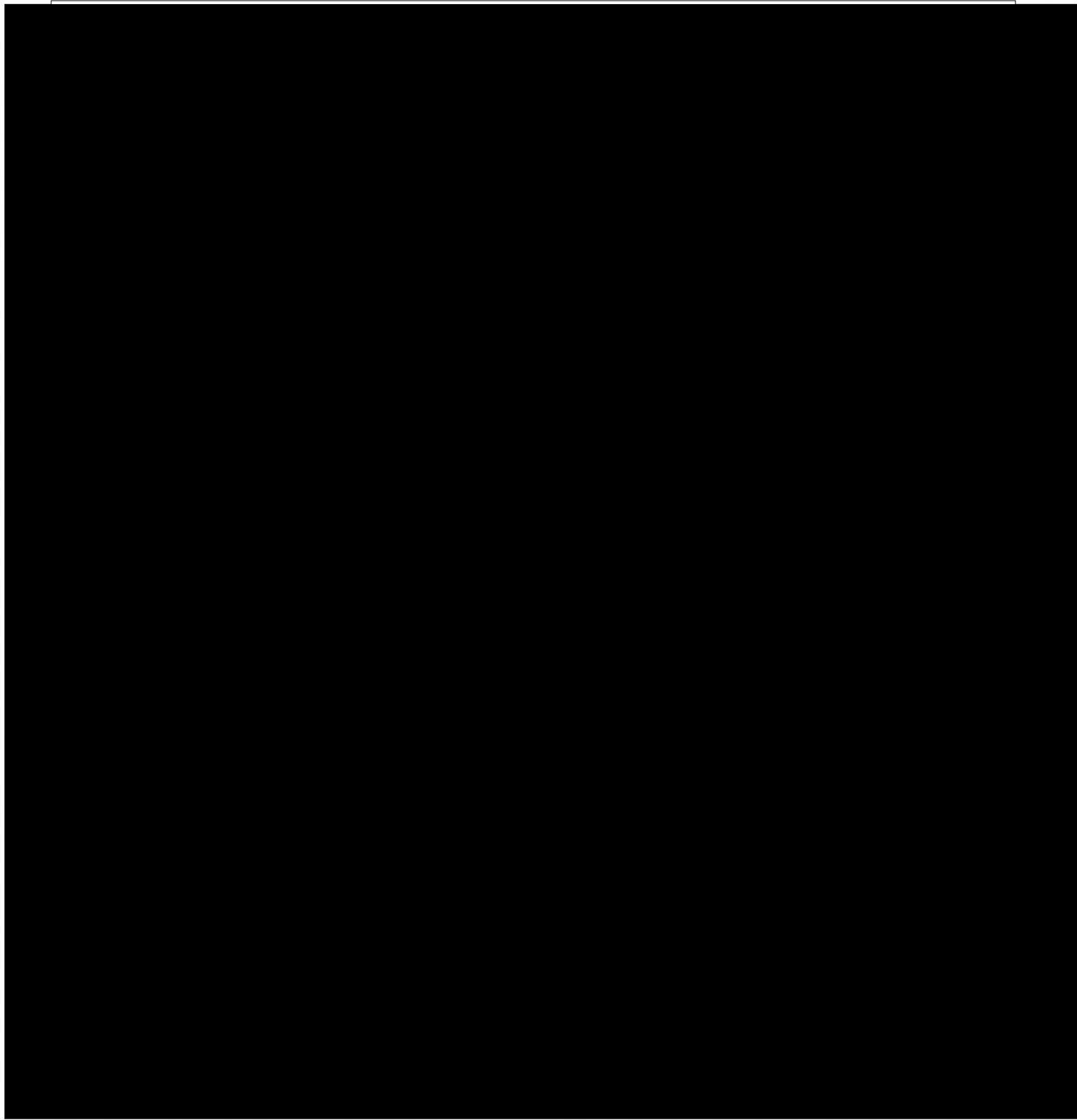
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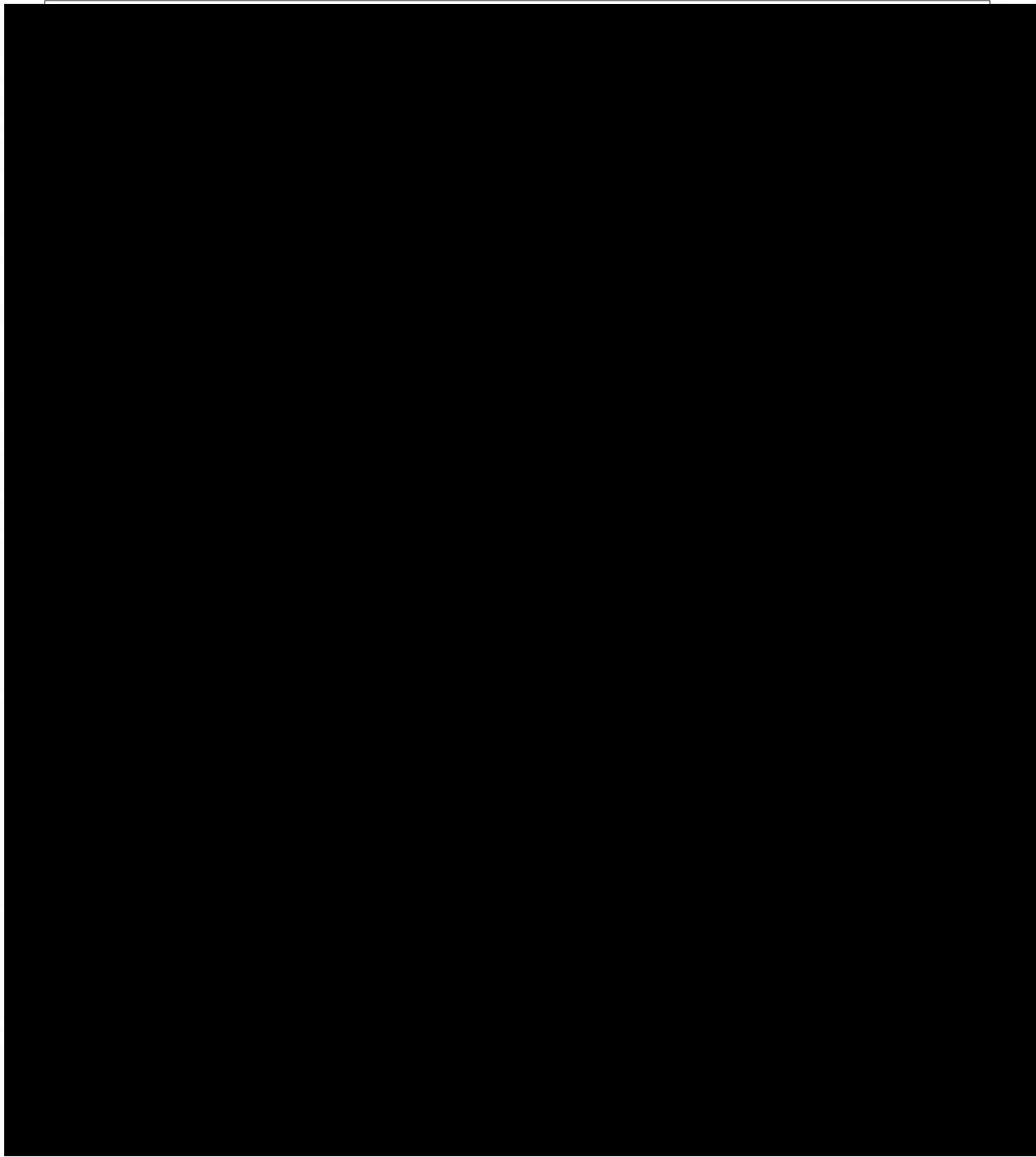


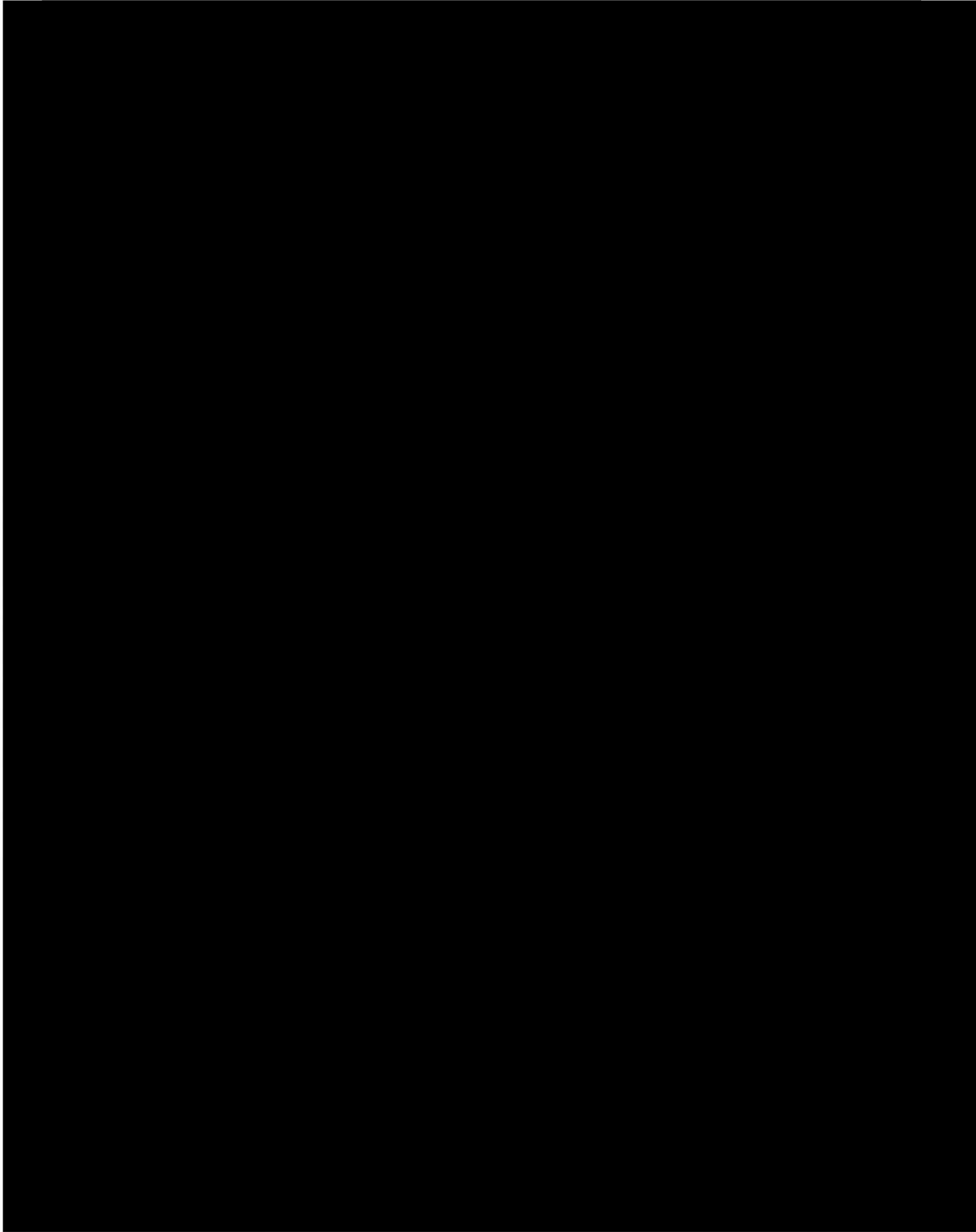


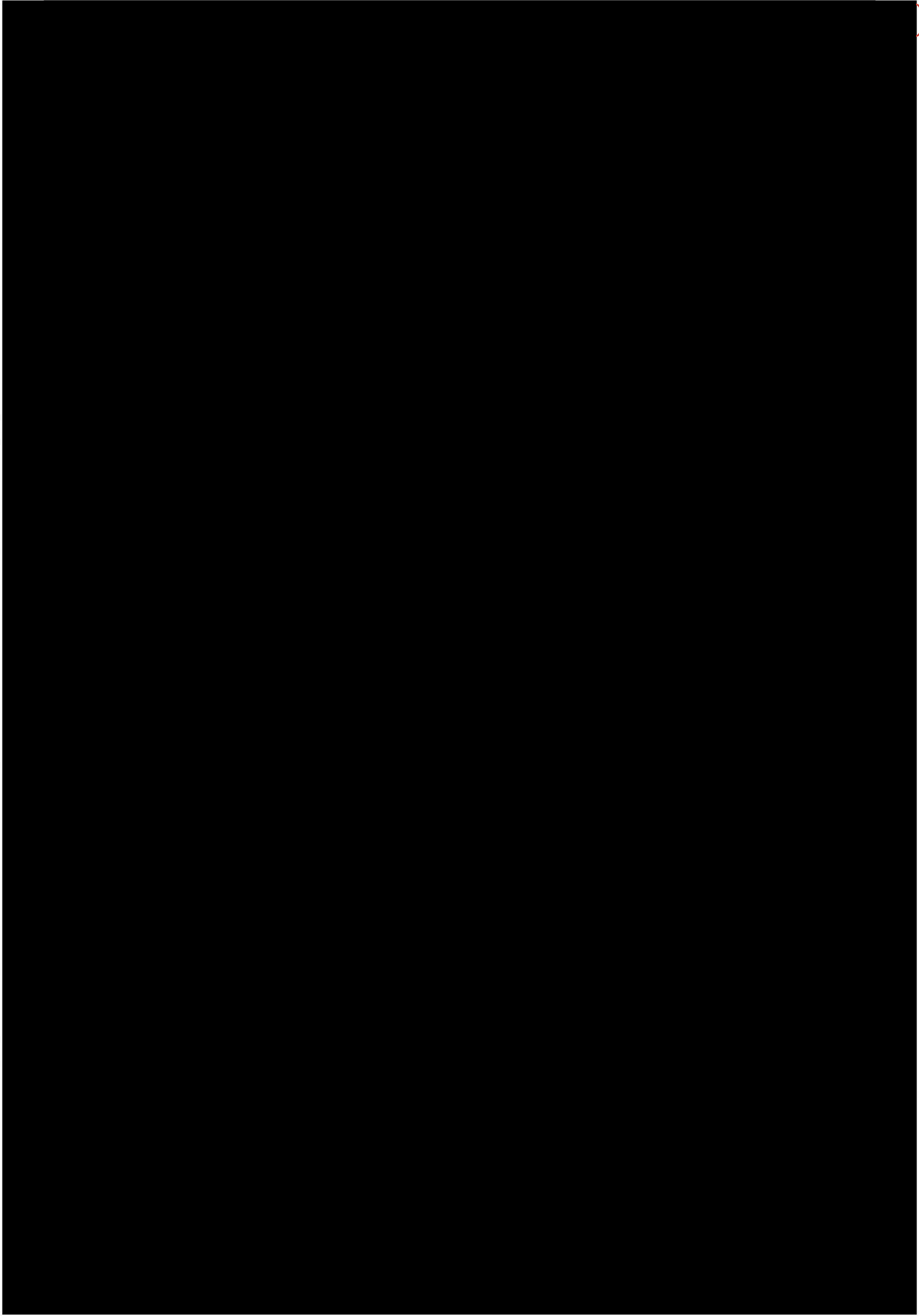


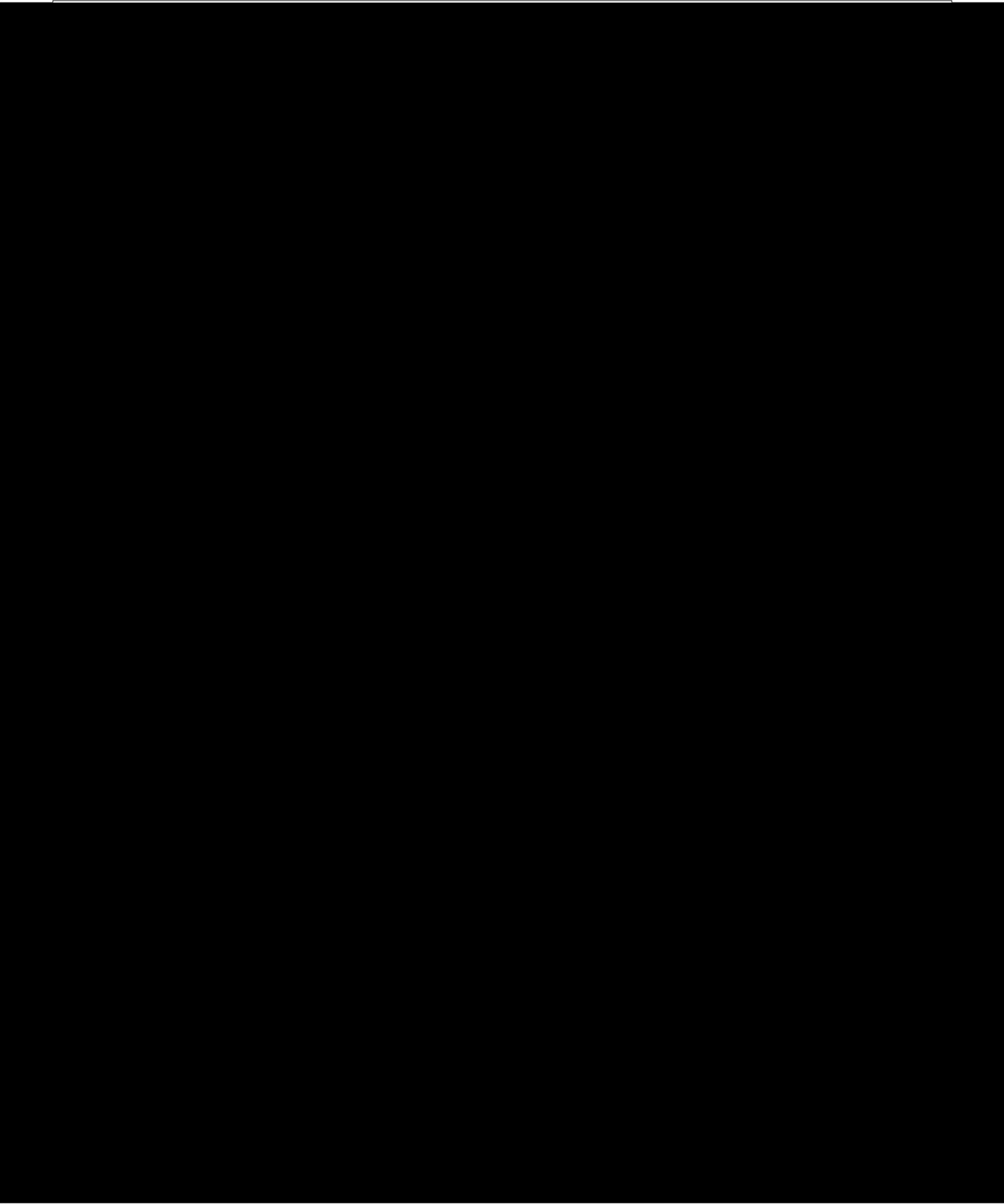


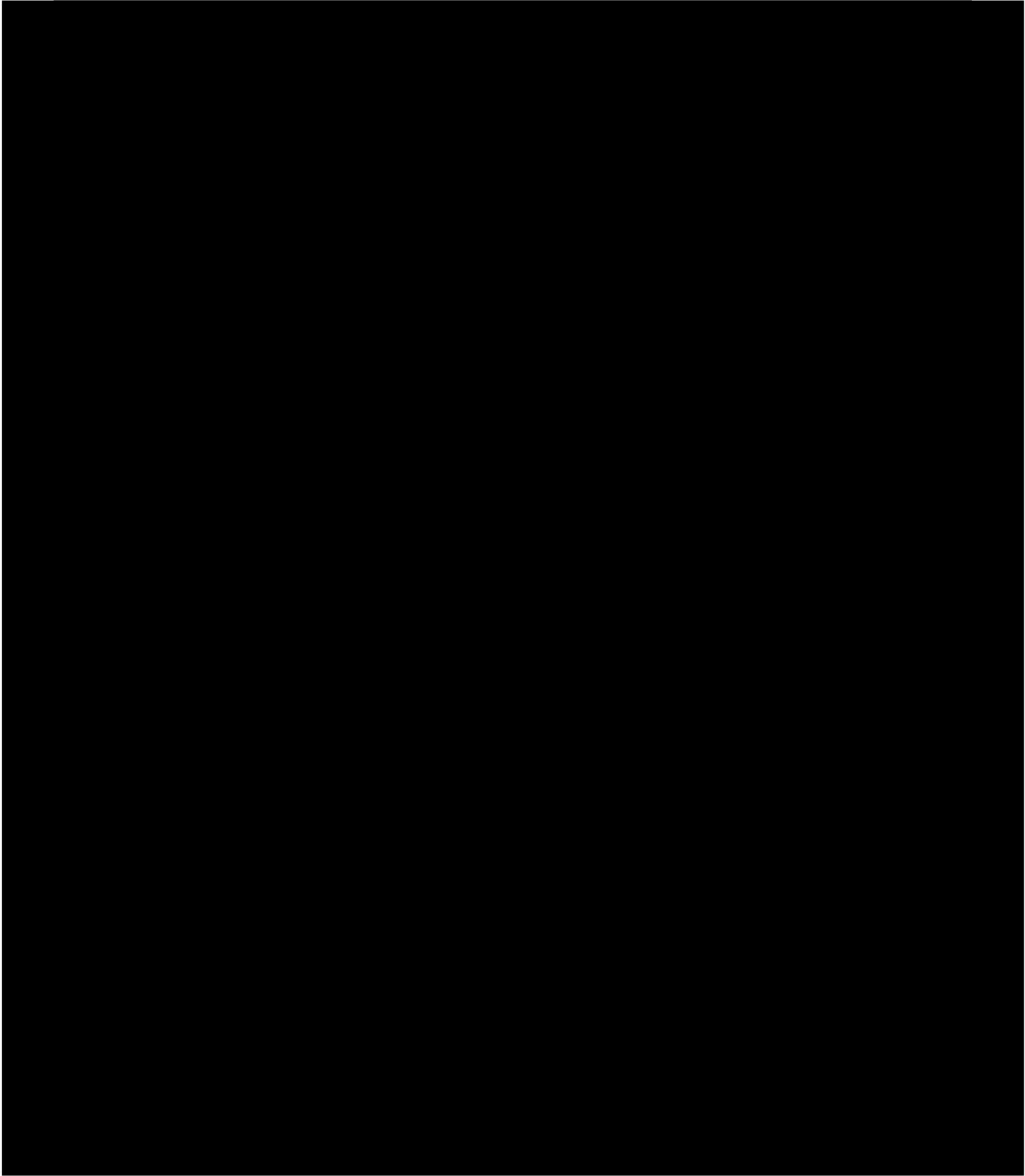




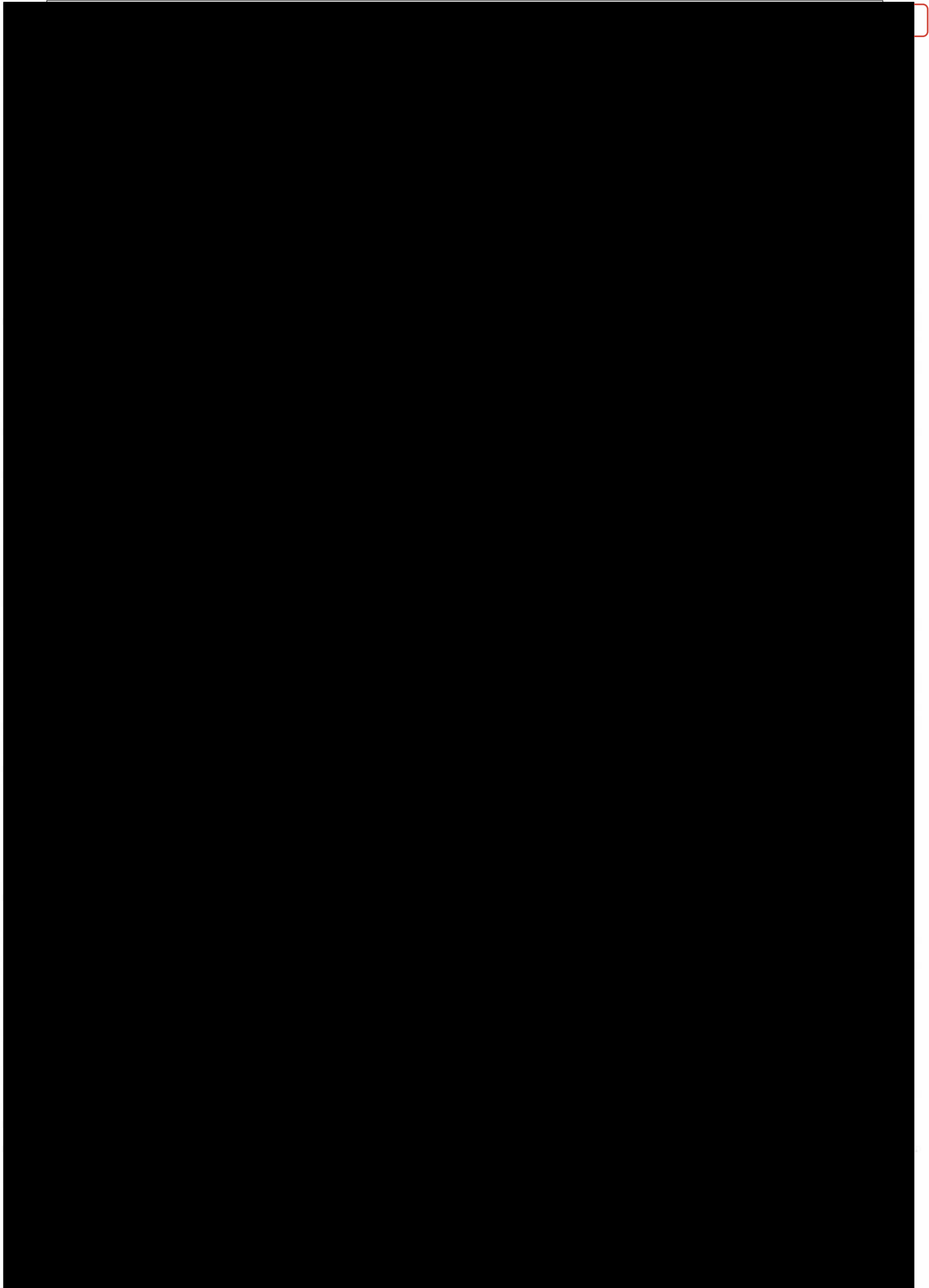








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Tjänsteanteckning

Slutdelgivning jml. RB 28:18

Signerad av

Signerad datum

Enhet

Polisregion Sthlm, Grova brott 1 PO Sthlm City

Diariernr

5000-K765486-23

Uppgiftslämnare

Waldemar Bobeck

Datum

2025-10-10

Tid

10:07

Beslag verkställt

Nej

Material för analys

Nej

Mottaget

Mottaget datum

Tid

Sätt på vilket uppgift lämnats

Upprättad av

Waldemar Bobeck

Uppgiften avser

Slutdelgivning jml. RB 28:18

Uppgift

Slutdelgivning jml. RB 28:18 gällande detta tilläggsprotokoll

Parter i ärendet har via mailkontakt med respektive försvarare den 2025-09-16 slutunderrättats att förundersökningen kompletterats med detta tilläggsprotokoll.

Detta tilläggsprotokoll har den 2025-09-16 även skickats ut i krypterad form till förordnade försvarare för respektive företag:

Gröna Lunds Tivoli AB

Försvarare: Advokat Jonas Tamm

Mekosmos AB

Försvarare: Advokat Arash Khosravi

Göteborgs Mekaniska Werkstad AB

Försvarare: Advokat Johan Eriksson

(Tilläggsprotokoll överlämnades i digital form till advokat Erikssons kontor den 2025-09-16)

Samtliga förordnade försvarare ombads återkomma om de ansåg att även företagsrepresentanter önskade ta del av den kompletterande skadedokumentationen som tilläggsprotokollet bestod av. Ingen av försvararna har återkommit med någon begäran i frågan.

Tid för erinran

Tid för eventuell erinran gällande den kompletterande förundersökningen sattes till och med den 2025-09-29.

Mekosmos AB.

Företagsrepresentant eller försvarare har ej återkommit med någon erinran den 2025-10-06.

Göteborgs Mekaniska Werkstad AB

Företagsrepresentant eller försvarare har ej återkommit med någon erinran den 2025-10-06.

Gröna Lunds Tivoli AB

Företagsrepresentant eller försvarare har ej återkommit med någon erinran den 2025-10-06.