A logo for a tv show

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Library Extension Project

# Deep Fake Program Idea

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Description: Activity/game

Target audience: Middle/high school

Objectives: After this activity, participant will know some of the signs that an image was AI-generated and be better able to identify “deep fake”/AI-generated content. They will learn to be suspicious of online images and not automatically assume that if it looks real, it must be real.

Suggested text:As AI becomes more common, we can be fooled by messages in more and more ways. It’s now relatively easy to use AI to create “deep fakes,” a video showing a real person saying or doing something that they never actually said or did. In this activity, you’ll learn some tricks for figuring out whether something is real or has been generated by AI.

Program details: Participants start by viewing the 7-minute video at [www.wondermedialibrary.com/deep-fake](http://www.wondermedialibrary.com/deep-fake).The video shows some example deep fakes and gives some tips for spotting deep fakes. After viewing the video, ask participants, “What are some ways you could tell that a video is a deep fake?”

For the interactive activity, participants can be divided into smaller groups, or the activity could be done as a large group. Start the [Spot the Fake](https://docs.google.com/presentation/d/14K3fwh9XujLxLfMBSzJ-RuvT7by5ghv18Vx4qL4ATAA/edit?usp=sharing) slideshow, based on images from the website, whichfaceisreal.com. The first slide gives tips on how to tell whether an image is AI-generated. After discussing this with participants, start the game!

Each slide shows two photos. One of these photos is of a real person; the other is AI-generated. Participants vote on which they think is real. Show the next slide revealing which image is real. Ask participants what made them think the fake image was fake. The notes of each slide give some possible reasons.

Materials needed:

A computer/projector to show the video from the Wonder Media website and the slideshow. The slides could also be printed for participants to discuss in small groups.

Suggested runtime: 30 minutes

Youth adaptation or extension activity: While this activity focused on still photos, these same methods can be used to spot deep fake videos as well. For videos, another important method is to think closely about what the speaker is saying. Does this seem like something they would say in real life? Is this something that would make a lot of people angry? What motivation could someone have to create a deep fake video about this? There are other resources on spotting deep fakes that utilize videos and text as well. See Resources for links.

Adaptation for adults:

This activity could also be done with adults as-is.

Unique Space or Personnel Needs:

N/A

Resources:

[Spot Deepfakes](https://www.spotdeepfakes.org/en-US) quiz from Microsoft. This gives further tips for spotting deep fakes.

[Detect Fakes](https://detectfakes.kellogg.northwestern.edu/) study from Northwestern University. Note: Most of the examples in this activity involves politicians and political positions, so this activity may not be appropriate for every setting. Also, because this activity is also a scientific study, you can only do it once on each computer.

[How to Detect AI Images (and why it doesn’t matter)](https://www.youtube.com/watch?v=I8HAzNzfzaI): YouTube video by Hank Green (Crash Course, SciShow) about spotting AI images (and don’t let the title fool you, he does think it matters!). It also gets into the issue of how we’re less likely to question if something is fake if it confirms our biases.

[This Person Does Not Exist](https://thispersondoesnotexist.com/): The AI-generated images on whichfaceisreal.com draw from this website. When you refresh the page, you get a new image; each one is AI-generated.

Printables: [Printable pdf version](https://drive.google.com/file/d/1bl1m6XD-LmArjUTTiv88zR_TEQqftDpS/view) of Spot the Fake slides for students to use in small groups.

A yellow and brown logo

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