This resource consists of a film and a short article about how AI can increasingly be used to generate 'fake' digital influencers, and a list of tips to support the identification of AI in social media feeds.

Before watching the film

Ask pupils to note down one or two points that they think might be covered in the video given the title/thumbnail.

After watching the film

Vocabulary check
Start any follow-up activities by ensuring that pupils understand all the vocabulary used in the resource - you could create a class glossary to clarify the meaning of any new or specialised terms introduced in the resources.

Discussion

The resources could be used as a starting point for paired and small group discussions. Questions could be printed on cards with some suggested talking points to get the conversation started.

- What is the potential impact if the influencer you are watching and following isn't real?
- Should it be compulsory for content creators to identify material created using AI?
- Why is an avatar of yourself created by giving true information to an AI generator considered fake?
- Do people really fall for AI-generated 'people' - I know I'd be able to tell the difference...

Drama & Role play

The resources could be used as a stimulus for pupils to engage in short role play scenarios, exploring some of the discussion points in more detail. For example, one pupil could play the role of an influencer justifying to a sceptical friend why they have decided to use AI to generate their content.

Other activities

Pupils could also create a mind-map exploring some of the consequences, both positive and negative, of using AI to generate social media content. They could then generate a set of guidelines to help avoid the negative outcomes.

CURRICULUM LINKS

The activities on the previous page link to the following statutory **RSE, Health Education and Citizenship** subject content for KS4:

Statutory KS4 subjects	Pupils should know:
RELATIONSHIPS EDUCATION: Online and Media	• What to do and where to get support to report material or manage issues online. • How information and data is generated, collected, shared and used online.
HEALTH & WELLBEING: Internet Safety and Harms	• How to be a discerning consumer of information online. • How people may curate a specific image of their life online.
CITIZENSHIP	• How the law helps society deal with complex problems. • The need for mutual respect and understanding.

LINKS TO OTHER SUBJECTS

PSYCHOLOGY

Discussion questions

Pupils could explore some of the ways the human brain reacts to AI-generated content. For example:

- *What do recent studies and data show us about how humans react to AI when it is 'pretending' to be human?*
- *Do social media companies and AI creators work with psychologists when they are developing AI models?*

MEDIA STUDIES

Discussion questions

Pupils could discuss the implications for humans in the media now that we can be impersonated by AI.

- *How might the ways actors and presenters are employed and paid change due to developments in AI technology?*
- *Is it fair for audiences to be unaware that the media content they are consuming is not 'real' ?*