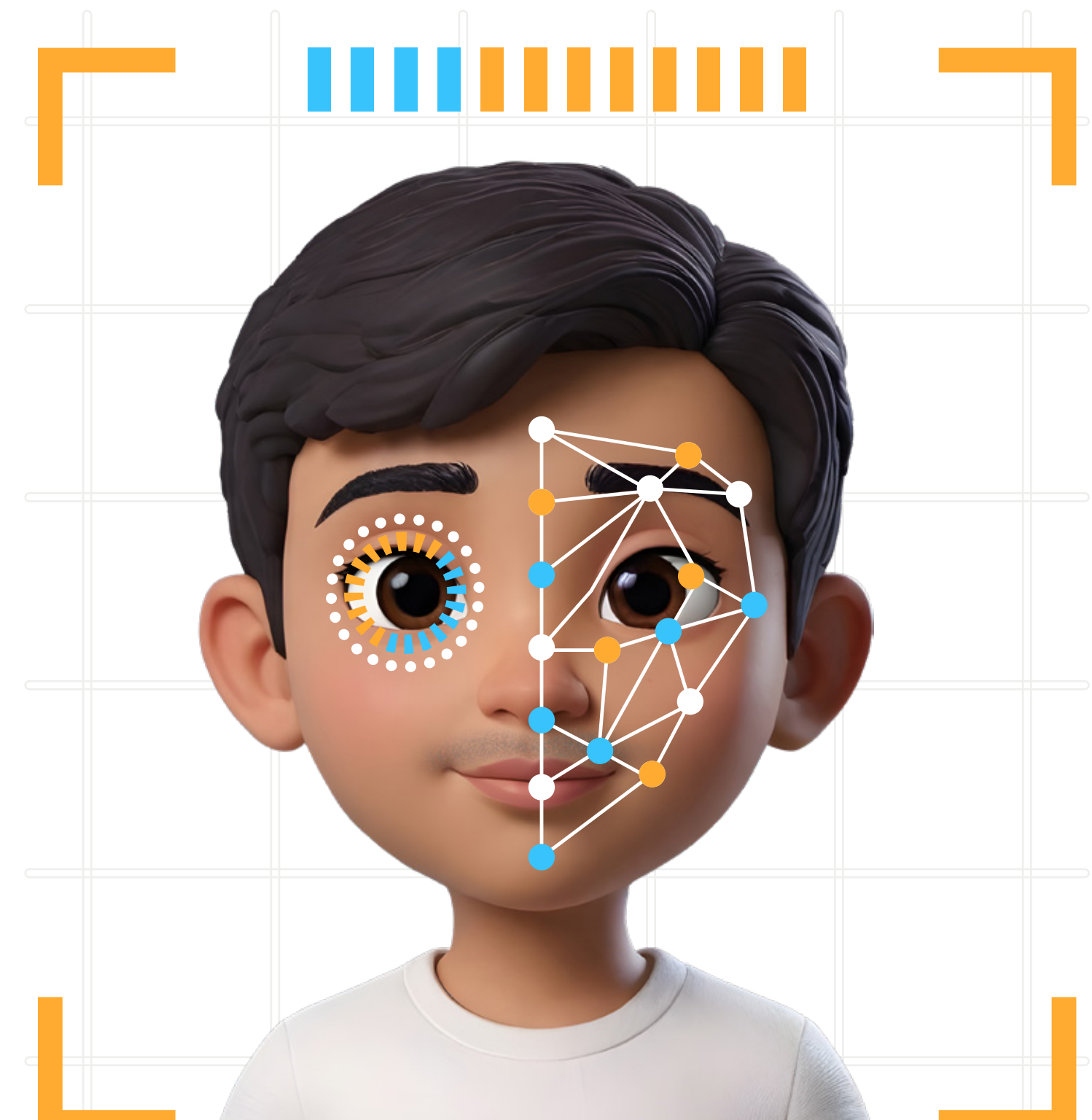


Decoding Deepfakes

What Teens Need to Know



Deepfake is the use of AI algorithms to superimpose or replace faces and voices in videos or audio recordings. ⁽¹⁾

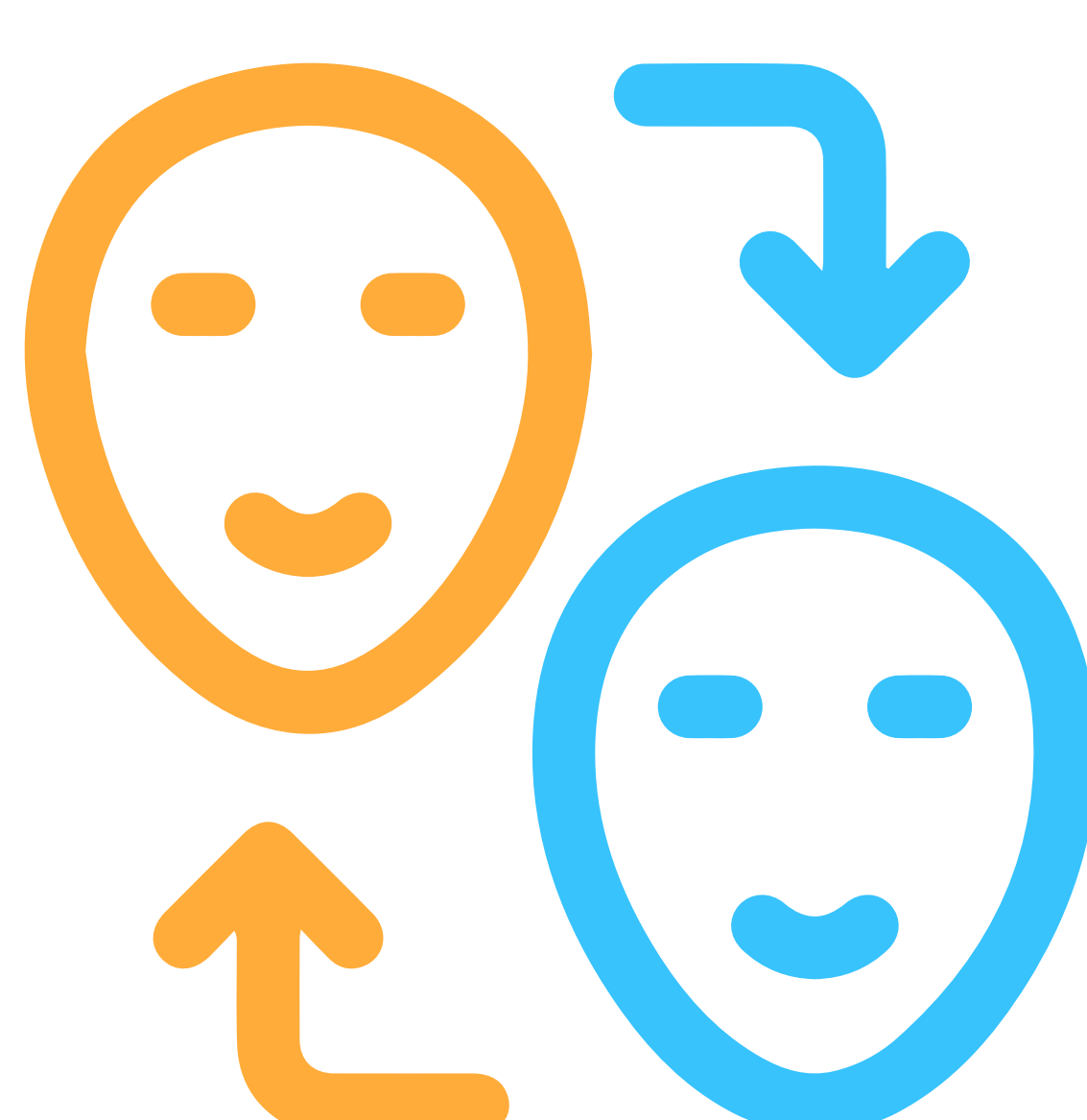
What are Deepfakes?



They can create convincing simulations of people saying or doing things they never said or did in reality. ⁽¹⁾

How are Deepfakes Created?

Deepfakes are generated using sophisticated AI technology that analyses and synthesizes vast amounts of data.



They require large datasets of images and audio recordings to train the algorithms and achieve realistic results.

Potential Risks and Consequences



Deepfakes can be used to spread misinformation, fake news, or defamatory content.



They may harm individuals' reputations, relationships, and even lead to legal consequences.



Teenagers can be particularly vulnerable targets of deepfake manipulation, affecting their online reputation and personal safety.

How to recognizing Deepfakes?

01



Look for inconsistencies in facial expressions, lip-syncing, or audio quality that may indicate manipulation. ⁽²⁾

02



Cross-check information with reliable sources and be sceptical of content that seems too good to be true. ⁽²⁾

03



Consider the context and source of the content before sharing or believing it. ⁽²⁾

51%

of deepfake videos were detected by automated tools. ⁽³⁾

Protecting Yourself



Be cautious when sharing personal information or engaging in online conversations with strangers.



Strengthen your digital literacy skills by staying informed about the latest developments in deepfake technology.



Think critically and question the authenticity of content before sharing it with others.

Always Remember !

Deepfakes pose unique challenges in the digital age, requiring teens to be vigilant and discerning consumers of online content. By taking proactive steps to combat deepfakes, you can contribute to a safer and more trustworthy online environment for yourself and others.

Citations (1) <https://arxiv.org/abs/2208.10913>

(2) <https://arxiv.org/abs/2009.03155>

(3) <https://www.mdpi.com/2073-431X/12/10/216>