

Educator Guide: How much should we worry about Deep Fake technology?



[classroom viewing guide](#)

This guide is designed to support your students with these learning objectives:

- 1) Students will analyze information Deep Fake technology.
- 2) Students will evaluate and present arguments about the extent to which we need to worry about Deep Fakes - learn.kqed.org
- 3) Students will create an interactive timeline demonstrating the evolution of fakes in media.



Watch video

Use this [classroom viewing guide](#) with:

- Quick-write prompt
- Comprehension questions about the video
- Student note catcher

More student supports the Discussion page:

- Glossary with vocabulary used in the video
- Annotated source list
- Video transcripts in English and Spanish



Join this Discussion

Students sign into KQED Learn and click the “Join the Discussion” button to respond to the [Discussion question](#).

Responses should be supported by evidence from the Above the Noise video or other research on the topic.

Supports for joining the discussion KQED

Learn:

- [Sentence frames](#)
- [Discussions rubric](#)
- [Response analysis activity](#)

Please refer to our [Code of Conduct](#) as well as your school’s behavioral expectations before joining.



Make & Share

Research the evolution of fakes in media and create an interactive timeline that demonstrates your findings..

Web-based tool* for making interactive timelines:

- [Timeline JS](#)

Upload images into the discussion using the Make and Share tab.

New to making timelines? Take our free [Making Interactive Timelines](#) course on KQED Teach.

Standards

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CCSS.ELA-Literacy.CCR.A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCR.A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.W.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NGSS.SEP.7	Engaging in argument from evidence
NGSS.SEP.8	Obtaining, evaluating and communicating information
ISTE Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

***KQED's Media Tool Policy:** In KQED Education's media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual's specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.