# Targeted session: TACSA – AI generated and/or altered images

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## Resources needed for this session

- Scenario – Ali, Sammie and Taylor
- Character sheets

## Session overview

Using a scenario, this is an opportunity to explore from a range of perspectives the impact of images altered using Artificial Intelligence (AI).

## Information for practitioner

It is important to acknowledge that scenarios are never going to reflect how we might be feeling or what we might do or say in that moment, but this is a way for us to have discussions.

The scenario has been written to depersonalise this from the young person. **Be clear that we are not asking them to share anything personal.**

Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.

Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. **Practitioner must be aware and be prepared to take a time out or stop totally before any distress is caused.** Utilise the looking after yourself exercises to support the young person if the session is stopped.

It is important to acknowledge that often we will hear, or even use, the term 'deep fake'. This is not a helpful term as it implies that the image is not real whereas it is using a real image of a real person that has been altered. It is essential that we recognise that this is child sexual abuse material and that the child in the image is a victim of Technology-Assisted Child Sexual Abuse (TACSA).

## Pre-session action

Select a *"Looking after yourself"* exercise in advance for the close of the session.

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## Session

Check in with the young person as to how they are since your last session together. Are there any thoughts or feelings that you may need to reflect on and address before you begin this session?

Inform the young person what we are going to do in this session, sharing the overview.
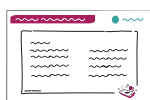
Scenario Ali, Sammie and Taylor

### Activity

Read scenario together.

Before talking about specific things from this scenario ask the young person what their initial thoughts and feelings are on reading/hearing this. The practitioner needs to take the lead from the young person based on how they are feeling.

## Opening questions

- How do you think Ali, Sammie, Taylor might be feeling?

- Ali asked for the photo to be deleted but it wasn't. What do you think about this?

This is an opportunity to explore issues around consent and permissions. You may find it useful, depending on the discussion to consider visiting or re-visiting the session *"The pressure to consent".*

## Questions specific to each character

Using the silhouette sheets for each character work through the questions ensuring you work through each character.

*Character sheets*

## Practitioner to consider some of the following points

It is important to open up discussions and validate their reflections, as thoughts and feelings may be complex. For example, they may initially find the image of Ali funny because they know it isn't real – **it is vital to address that even though the image may be altered it is still harmful and has an impact.**

If not addressed in previous point open discussion to whether situations such as this may be dismissed as 'no big deal' or minimised because it is not seen as harmful but his does cause distress to the victim.

When discussing the question on impact consider the following: humiliation, minimisation, embarrassment, bullying, shame, actions taken or not taken against those who caused the harm, relationships, whether they feel heard and validated, involvement of adults (services and parents/family).

All potential adults in the scenario – parents, school, police, football club.

Not all adult responses are helpful or supportive of recovery, for example removing technology, minimising the impact, victim blaming

## Questions that follow on from the sheets

- How do you feel about Taylor's friend who tripped Sammie up? Consider here the behaviour of anyone who was around at the time (bystander behaviour).

- Did you form an opinion on what gender these characters are? What happens if you think about them as a different gender?

- What are some of the different things you might have done if you had been there?

## Reflection on this session

The impact of AI generated and altered images is more complex than we might have thought and is something we need to consider when using this technology.

## Closing activity

**Looking after yourself exercise to close**

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After a football match, Ali is getting changed.

Sammie shouts Ali and when they turn around Sammie takes a picture of them with their top off and laughs. Ali tells them to delete that picture.

That night the image of Ali is shared on social media but it has been altered using AI to show them completely naked.

Taylor shared that image with a friend outside of school because they thought it was funny.

A couple of days later Taylor sees Sammie and Ali in the classroom. Taylor tells a friend to trip Sammie up so they fall onto Ali whilst Taylor films it.

Taylor uses AI to alter the video to create a meme showing a naked Sammie repeatedly falling onto Ali.

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**?** What might Ali need?

**?** How might Ali feel?

**?** What do you think the impact on Ali may be?

**?** How do you think Ali's thoughts on AI generated images might have changed?

**?** How might the adults in Ali's life respond to this and what do you think would be a helpful response?
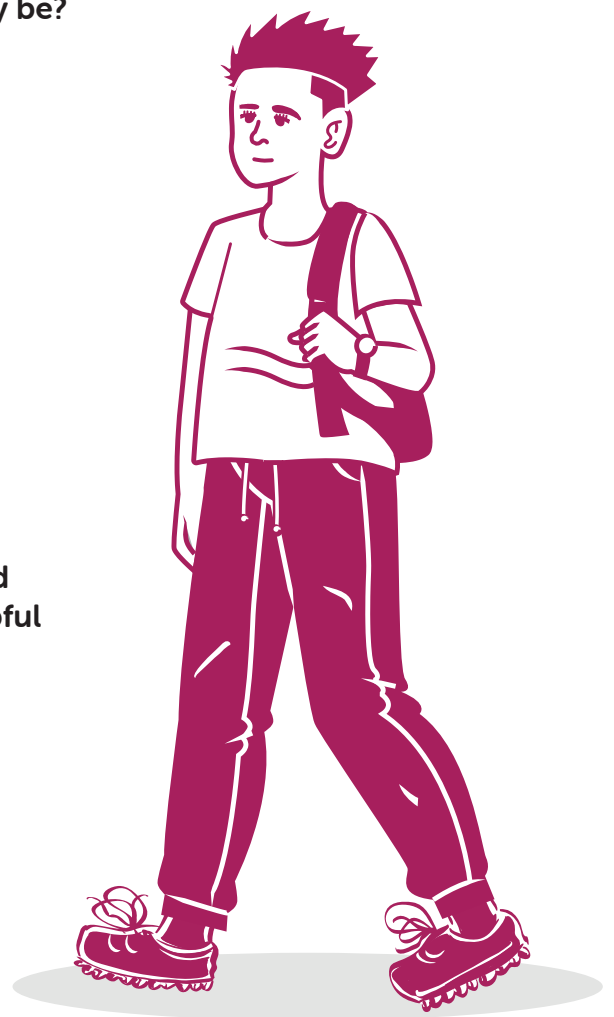
(?) **What might Sammie need?**

(?) **How might Sammie feel?**

(?) **What do you think the impact on Sammie may be?**

(?) **How do you think Sammie's thoughts on AI generated images might have changed?**

(?) **How might the adults in Sammie's life respond to this and what do you think would be a helpful response?**

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**?** What might Taylor need?

**?** How might Taylor feel?

**?** What do you think the impact on Taylor may be?

**?** How do you think Taylor's thoughts on AI generated images might have changed?

**?** How might the adults in Taylor's life respond to this and what do you think would be a helpful response?