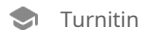


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Document Details

Submission ID**trn:oid::27005:86116160****Submission Date****Mar 15, 2025, 8:43 PM UTC****Download Date****Mar 15, 2025, 8:44 PM UTC****File Name****Written_component.docx****File Size****22.0 KB****4 Pages****908 Words****5,267 Characters**



0% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Detection Groups

- 
1 AI-generated only 0%
 Likely AI-generated text from a large-language model.
- 
2 AI-generated text that was AI-paraphrased 0%
 Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify writing that is likely AI generated as AI generated and AI paraphrased or likely AI generated and AI paraphrased writing as only AI generated) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

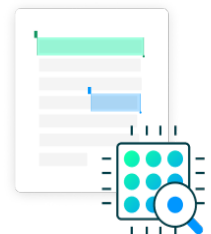
AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



Scenario Case Study - Assessment 3

Group names & student numbers

Issue identification

Cultural exclusion in early childhood education occurs when children from diverse backgrounds face rejection due to differences in traditions, language, or food, which can lead to feelings of isolation and lower self-esteem. One common example is food shaming, where children with culturally specific meals are avoided or ridiculed by their peers. In the Yale Child Study Center experiment, researchers found that preschool teachers—both Black and white—were more likely to monitor Black boys for misbehavior, even when none occurred, revealing how unconscious biases influence expectations (NPR, 2016). Similarly, when children react negatively to a peer's unfamiliar food, they reinforce cultural bias, making that child feel unwelcome. The National Association for the Education of Young Children (NAEYC, 2025) emphasizes that early exposure to anti-bias education helps prevent these harmful attitudes from forming. If educators do not actively address cultural bias, marginalized children may struggle with identity and belonging, impacting their social and emotional development.

Script summary

Title: *More Than Just Lunch*

Duration: ~4-5 minutes

Characters:

- Aditi – A child from an Indian/Nepalese background, feels excluded due to her traditional lunch.
- Emma – A peer who refuses to sit with Aditi, finds her food's smell "weird."
- Liam – Another child who follows Emma and avoids Aditi.
- Mrs. Brown – An educator who promotes inclusivity and challenges bias.
- Aditi's Mom – Concerned about her child feeling rejected for her cultural food.
- Noah – A bilingual child who helps bridge cultural understanding.

Scene 1: Lunchtime at School

- Aditi excitedly opens her lunchbox, revealing her favorite home-cooked meal (curry and rice).
- Emma and Liam react negatively, commenting on the food's strong smell and unfamiliar appearance.
- They move away, leaving Aditi alone and feeling embarrassed about her food.

Scene 2: Aditi at Home

- Aditi tells her mom she wants to bring a sandwich instead of her usual lunch.
- Her mother is saddened but understands, recalling her own experiences of cultural exclusion.
- Aditi expresses a desire to fit in rather than stand out.

Scene 3: The Educator Steps In

- The next day, Mrs. Brown notices Aditi eating alone and asks Emma and Liam why they aren't sitting with her.
- Emma and Liam admit they find Aditi's food "different" and unfamiliar.
- Noah, a bilingual child, jumps in and shares that his family eats similar food, encouraging curiosity.
- Mrs. Brown facilitates a discussion about cultural diversity, helping the children see food as a reflection of identity and family traditions.
- Aditi shyly describes her meal, and Emma expresses mild curiosity, suggesting a food exchange.

Scene 4: Resolution & Reflection

- At home, Aditi happily tells her mom that Emma and Liam sat with her and showed interest in her food.
- Her mother reassures her that sharing and learning about different cultures is valuable.
- The performance ends with a message:
 - "Inclusion begins with understanding. Let's celebrate our differences and learn from each other."
 - "Food is culture, food is love. Let's make every lunch table welcoming!"

Perspectives and why they are important

In this performance, multiple perspectives highlight how cultural exclusion affects children in early childhood education and how different individuals respond to it. Aditi, the ostracized child, represents the emotional impact of cultural prejudice since she is embarrassed about her ethnic food and desires to conform to the majority so that she would not be rejected. Emma and Liam, her peers, represent unconscious prejudice since they reject Aditi's lunch for no other reason than the fact that it is different, mirroring the manner in which children learn social preferences through exposure and acquired habits. Mrs. Brown, the educator, represents the role of teachers in addressing bias and fostering inclusion, demonstrating how intervention and guided discussions can reshape children's perceptions. Aditi's mother provides the parental perspective, showing intergenerational experiences of cultural exclusion, as she recalls facing similar challenges when she first moved to the country. Noah, the bilingual child, represents cultural bridging, proving that familiarity and peer influence can help reduce bias and create a more inclusive environment.

Theoretical connections

Cultural exclusion in early childhood education, as seen in Aditi's experience, reflects broader issues of bias, identity, and belonging, which require intentional intervention to address. Dewey (1937) argues that democracy in education is where all children have equal opportunity to participate to their full potential but exclusion due to cultural differences contravenes this principle. National Association for the Education of Young Children (NAEYC, 2025) notes that early exposure to anti-bias training culminates in inclusion as children learn to identify and appreciate cultural differences. An experiment carried out by NPR (2016) shows that unconscious biases are initiated early in the preschool stage as teachers—both Black and white—were more likely to watch for misbehavior in Black boys even where there was no misbehavior. Similarly, Aditi's schoolmates shun her food due to implicit cultural prejudice, making her even more isolated. UNICEF Innocenti (2025) notes that fostering equity in school requires educators to bridge the gap between policy and practice so that all children are valued and included.

Reference list

Dewey, J. (1937). Democracy and educational administration. *School and Society*, 45(April 3), 457-467.

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NPR. (2016). Bias isn't just a police problem, it's a preschool problem | Let's Talk | NPR [YouTube Video]. NPR. <https://www.youtube.com/watch?v=ucEAcIMkS0c>

UNICEF Innocenti. (2025). Prospects for children in 2025: Building resilient systems for children's futures. Global Office of Research and Foresight.