Introduction: Reciprocal Peer Quality Control Inspections

Activity Goal: Students will execute a structured quality-control check on their partner's completed trade task, using visual rubrics and measurement gauges to verify work quality before submitting it to the supervisor.

Embedded Skill Targets:

- Utilizing a physical measurement tool (rulers, portion templates, visual alignment cards) to evaluate a product.
- Delivering constructive quality feedback using a communication device or peer-feedback card.
- Accepting a partner's quality correction calmly and completing the required adjustment.

Curricular Area	Learning Spectrum		
	Basic	**Emerging**	**Proficient**
9th Grade: Knowledge-Based *(Quality Standards)*	Matches physical examples of "Pass" (correct) and "Fix" (incorrect) work to the corresponding photo-symbols on their rubric.	Identifies why a specific product fails a quality check (e.g., pointing to a spilled cup or a crooked template) using visual cues.	Explains the financial and safety impacts of allowing defective or low-quality work to leave a shop floor.
10th Grade: Application-Based *(Quality Testing)*	Places a completed partner item onto a physical sizing template to verify if it sits within the green (correct) margins.	Performs a 2-step peer inspection (e.g., check alignment, apply stamp) with no more than one physical or gestural prompt.	Independently conducts a reciprocal peer inspection using a multi-step checklist, delivering specific correction feedback to their partner.

Materials:

Provided:	**Needed:**
● Laminated peer quality rubrics for the seven shops: ○ Biotechnology: Measuring fluid levels against a marked 10 mL fill-line card. ○ Social Skills: Checking if envelope seals are aligned and completely flat. ○ Digital Media: Verifying that all visual assets are within the grid boundaries. ○ Barbering: Checking that neck strips are secured without gaps on the mannequin. ○ Cosmetology: Verifying that hair sections are combed completely smooth. ○ Culinary Arts: Checking ingredient cups against a 2-ounce portion line. ○ Technical Fashion: Measuring template margins using a 1-inch border ruler. ● Green "Pass/Ship" stamps and red "Correction Required" clips.	● Portion scales, rulers, graduated cylinders, completed assemblies from previous lesson, and student clipboards.

Preparation:

1. Set up a "Quality Control Counter" at each work station featuring visual measurement templates and color-coded marking tools.
2. Program student AAC devices with a "Quality Feedback" directory: *Main Menu ↠ Vocational ↠ Team Work ↠ Quality Check ↠ "This is perfect" / "Please fix this part."*

Helpful Learning Tools

- High-Contrast Sizing Gauges: Laminated physical templates with cutout slots matching the exact dimensions of correct shop products, allowing students to test work by inserting it into the slot.

Instructions:

1. Gather students at the communication board for the 5-Minute "Shop Huddle". Introduce the quality control concept: "In every business, we must check our work before we send it to our customers. Today, we are practicing reciprocal peer inspections. You will act as the Quality Inspector for your partner. You will use rulers, templates, and scales to measure their work. If it is correct, you stamp it. If it has a mistake, you will help them fix it."
2. Transition to the stations for the Quality Tool Exploration. Have students practice using their measurement tools (rulers, fill-line cards, portion lines) on sample correct and incorrect items.
3. Conduct Reciprocal Peer Inspections. Have partners trade their completed assemblies. Instruct each student to run the inspection steps, document the results on their checklist, and deliver feedback to their partner.
4. For AAC Quality Reports, prompt non-verbal students to use their devices to indicate if their partner's work passed or needs fixing. If a correction is needed, guide them to point directly to the specific area that requires adjustment.

Activity Variation:

- For students with visual processing difficulties, use tactile measurement guides (such as thick raised borders on fill lines or notched rulers) to allow physical evaluation.
- If a student demonstrates anxiety or resistance to receiving feedback, structure the task so that the peer inspector only provides positive "add-on" suggestions (e.g., "Add one more pin") rather than pointing out failures.