This short course was developed as a resource material for the trainer, which covers all competences standard in sewing meri blouse. Due to the demand STRU has developed this short course for the community and other stakeholder to have better knowledge and skills in garment production. Furthermore the course aim is to create a link for training those unskilled people in the community to have the opportunity to learn the basic skills in sewing meri blouse for income generating purpose.

Rationale

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Module 1: Making Round Neck Meri Blouse
### COMPETENCY PROFILE: Making Round-Neck Meri Blouse

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<th>Duty</th>
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*Round Neck Meri Blouse (Basic)*
## Making Round-Neck Meri Blouse

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<th>Program:</th>
<th>TOURISM AND HOSPITALITY</th>
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<tr>
<td>Course:</td>
<td>MERI BLOUSE MAKING</td>
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<tr>
<td>Module code:</td>
<td>TH008i</td>
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<tr>
<td>Module name:</td>
<td>Making Round-Neck Meri Blouse</td>
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<tr>
<td>Duration:</td>
<td>Approximately 12 hours.</td>
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<tr>
<td>Module purpose:</td>
<td>The purpose of the module is to impart knowledge and skills to participant in round neck meri blouse making so they can be able to make at home or for sale.</td>
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| Content: | A1. Identify tools and equipment  
A2. Prepare tools and materials  
A3. Draft the pattern  
A4. Place, pin and tack  
A5. Assemble and sew pieces together |
| Prerequisites: | There are no pre-requisites for the module. |
| Suggested delivery method: | This module should be delivered using these methods  
1. Explanation (what we will do) 5%  
2. Demonstration (how we will do it) 15%  
3. Implementation (now you do it) 70%  
4. Evaluation (how well you do it) 10% |
| Instructor: | A recognized trainer from a vocational centre or certified trainer who has sewing skills. |
| Assessment method: | The assessment will be given in a holistic manner through  
• Self paced  
• Practical demonstration  
• Observation  
• Checklist |
| Assessment Condition: | In a sewing hall where all materials and equipment are provided or training hall for women’s normal activities are done. |
| Evaluation: | The participants will demonstrate mastery of each skill. The final product will be evaluated. |
| Reference: | Integrated Grade 10 – Home Economics |
Overview of Learning Outcomes
On successfully completion of the module the participants will be able to make a round neck meri-blouse.

APPENDIX 1: Training and Assessment guide (Learning outcome).

Learning outcome A1.1:
- Identify tools and equipment to make a round neck meri blouse.

Teaching strategy:
Learning activities for the trainee must include the instructor to;
1.1 Identify tools and equipment to use.
1.2 Explain and demonstrate use of tools and equipment.

Assessment condition:
In a classroom situation where all participants are provided with;
- sewing machine
- tacking pins
- fabric
- tape measure
- machine needles
- tailoring pencil
- scissors
- sewing hand needle
- tailors ruler

Assessment criteria:
The trainee has;
1.1.1 Selected and named tools and equipment to use.
1.2.2 Outlined and demonstrated use of each tool and equipment.

Assessment method:
- Observation
- Oral questioning
- Practical demonstration

APPENDIX 2: Training and Assessment Guide (Learning outcome).

Task A2: Prepare tool and materials
Suggested minimum instructional time: 1 hour

Learning outcome A2.1:
- Prepare the tools and materials to make a round neck meri blouse.

Teaching strategy:
Learning activities for the trainee must include the instructor to;
2.1 Identify which tools and materials to prepare before use.
2.2 Demonstrate threading the sewing machine.
2.3 Demonstrate winding the bobbin.

Assessment condition:
In a classroom situation where all participants are provided with;
- sewing machine
- tacking pins
- fabric
- tape measure
- machine needles
- tailoring pencil
- scissors
- sewing hand needle
- tailors ruler

Assessment criteria:
The trainee has;
2.1.1 Selected and prepared tools and equipment to use.
2.2.2 Threaded the sewing machine.
2.2.3 Wound the bobbin.

Assessment method:
- Observation
- Oral questioning
- Practical demonstration
APPENDIX 3: Training and Assessment Guide (Learning outcome).

<table>
<thead>
<tr>
<th>Task A3:</th>
<th>Draft the pattern.</th>
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<td>Suggested minimum instructional time: 3 hours</td>
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**Learning outcome A3.1:**
- Draft the round neck meri blouse pattern.

**Teaching strategy:**
Learning activities for the trainee must include the instructor to:
3.1 Identify tools for drafting the pattern.
3.2 Identify and explain which body points to measure.
3.3 Explain and demonstrate steps in taking measurements.
3.4 Explain steps in drafting and cutting the pattern.

**Assessment condition:**
In a sewing hall where all participants are provided with:
- drafting papers
- tape measure
- tailoring pencil
- paper cutting scissors
- tailors ruler

**Assessment criteria:**
The trainee has:
3.1.1 Selected and prepared tools for drafting.
3.1.2 Outlined the body points to measure.
   a. neckline
   b. sleeve
   c. armband
   d. bodice
3.1.3 Taken body points measurements.
3.1.4 Drafted and cut out the pattern.

**Assessment method:**
- Observation
- Oral questioning
- Practical demonstration

APPENDIX 4: Training and Assessment Guide (Learning outcome).

<table>
<thead>
<tr>
<th>Task A4:</th>
<th>Place, pin and cut</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Suggested minimum instructional time: 2 hours</td>
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</tbody>
</table>

**Learning outcome A4.1:**
- Cut out the drafted meri blouse pattern from the fabric.

**Teaching strategy:**
Learning activities for the trainee must include the instructor to:
4.1 Explain how to place and pin pattern correctly on the fabric.
4.2 Explain and demonstrate correct cutting procedures of the pattern.

**Assessment condition:**
In a classroom situation where all participants are provided with:
- fabric scissors
- tacking pins
- tailoring pencil
- fabric
- cut out paper patterns

**Assessment criteria:**
The trainee has:
4.1.1 Placed and pinned fabric correctly on the fabric.
4.1.2 Cut patterns from the fabric following correct procedures.

**Assessment method:**
- Observation
- Oral questioning
- Practical demonstration
APPENDIX 5: Training and Assessment Guide
(Learning outcome).

Learning outcome A5.1:
• Assemble and sew round neck meri blouse pieces following the procedures.

Teaching strategy:
Learning activities for the trainee must include the instructor to;
5.1 Identify and explain which body part to sew first, followed by the other parts.
5.2 Identify and demonstrate sewing of the round neck meri blouse.

Assessment condition:
In a sewing hall where all participants are provided with:
• sewing machine
• tape measure
• tacking pins

Assessment criteria:
The trainee has;
5.1.1 Assembled and sew body parts together
5.1.2 Sewed the round neck meri blouse.

Assessment method:
• Observation
• Oral questioning
• Practical demonstration

APPENDIX 6: Introduction

Making Round-Neck Meri Blouse

Meri blouse is national costume worn by women in Papua New Guinea. It is widely worn and accepted in any occasion. Today many people are going into the business of saving or to make money. It comes with different styles and goes well with a matching laplap. It is easy to make if you have the basic skills in sewing. This document explains steps in making Round-Neck Meri Blouse with frills.

Note: When sewing the meri blouse, you will not place all drafted patterns straight on to the fabric. The patterns are placed on their own or two patterns are place together and cut. In this way you will find out that, no fabric will be wasted.

Instructional Notes:

A1: Equipment required

A1.1 Select equipment and materials:
• Sewing machine
• Scissors (fabric and paper)
• Tacking pins
• Tape measure
• Assorted coloured threads
• Tailors pencil
• Laces
• Fabric
• Pattern papers
• Ruler

Over-lock sewing machine, (edge neatener).

Sewing machine

Paper scissors
Fabric scissors
Thread unpicker
Making Round-Neck Meri Blouse

A2: Tools and materials

A2.1 Prepare tools and materials:
- Thread the sewing machine ready for sewing
- Wind extra bobbins
- Have extra machine needles in case of broken ones
- Tape measure
- Sharpen scissors
- Sharpen drafting pencils
- Fabric
- Prepare pin cushion
- Cut out and prepare drafting papers ready for drafting

A3: Draft the pattern

A3.1 Identify the areas to draft:
- Neckline
- Sleeve
- Armband
- Bodice

Note: Centimetre (cm) will be used on measurements.
A3.2 Draft the neckline:
- A to B = 25cm
- A to C = 20cm
- A to E = 10cm
- A to D = 8cm
- E to G = 10cm
- D to F = 10cm

1. Join E to D with a soft curve.
2. Join G to F with a soft curve.
3. Cut out the draft neckline with a pair of scissors.

A3.3 Draft the sleeve and the band:
- Measure 60cm length x 17cm width
- Measure 10cm x 8cm for the armhole.
- Make a soft curve for the armhole.
- Cut out the curved armhole for the sleeve
- Measure 35cm length x 16cm width.
- Cut out the band.

A3.4 Draft the bodice:
- Measure 60cm for the width
- Measure 70cm for the length
A4: Place, pin and cut

A4.1 Cut neckline and band:
- Fold the fabric into quarters
- Place and pin neckline pattern onto the fold and cut out the pattern
- Cut off the remaining piece from the neckline
- Use this piece for the armband

A4.2 Cut bodice and the sleeve:
- Open up the fabric
- Fold in half widthwise, place bodice pattern on the fabric
- Place sleeve pattern from the selvedge in (side of selvedge). Cut sleeve straight off
- Place the sleeve piece together with the bodice pattern
- Cut out the bodice and sleeve armholes together

A4.3 Cut the frill:
- Measure 10cm width x 60cm or more for the frill from the selvedge edge

A5: Assemble and sew pieces together

A5.1 Sew neckline together:
- Open the neckline and place the two right sides to each other
- Sew around the neckline with the allowance of 1cm in
- Snip in and turn to the right side and sew on the outside (stay stitch)
A5.2 Attach band to the sleeve:
- Fold armband to the right side into half and pin
- Fold the sleeve to 5cm in
- Place the armband in and the sleeves, pleat and pin over the band
- Sew two rows of machine stitch
- Remove tacking pins. Attach laces onto the band if desired

A5.3 Sew bodice to sleeve:
- Pin sleeve armhole to the bodice armhole
- Machine stitch the armholes together (neaten).

A5.4 Assemble and sew neckline to bodice and sleeve:
- Match the snip four points on the neckline with the armholes (4 corners)
- Pleat or gather in-between the four corners (allow 5cm on both sides before starting to pleat or gather – do the same to the other corners), complete pleat around the neck line
- Sew pleats bodice and sleeve on a sewing machine
A5.5 Hem side seams and attach frills:
- Hem the sides of the seams, leave an allowance of 5cm to one side, hem to attach the frill (cut the frill on the selvedge edge to avoid sewing hem)
- Assemble and sew the frills on to the hem edge
- Sew off the side seam after adding the frills
- Neaten side seams

ATTACHMENTS:

Types of necklines:
- The diamond neckline
- Shell neckline
- Square neckline

Types of scallops:
- Round edge
- Square edge
- Triangle edge
SAFETY RULES

Safety is very important in Sewing. To make sure that everyone can learn and have fun in a safe environment, keep the following rules in mind:

1. ALWAYS: Place your coats, books and bags in separate places, away from your sewing area.
2. ALWAYS: Leave your shoes on during sewing class. You do not want to accidentally step on a pin or needle.
3. ALWAYS: Look under your fabric before cutting with scissors and carry scissors with the sharp edge pointing towards the floor. When the scissors are not being used, place them on the cutting table, sewing table, or in your sewing box.
4. ALWAYS: Measure the thread to the length of your arm.
5. ALWAYS: Thread the needle with caution before starting to sewing on your fabric.
6. ALWAYS: Remove the pins from your fabric as you sew and place them in the pin cushion after you use them. NEVER put straight pins or needles in your mouth.
7. ALWAYS: Place the iron in the upright position after use. When using the iron hold it by the handle only.
8. ALWAYS: Let your teacher/trainer help you use the seam ripper (unpicker).
9. ALWAYS: Place your seam gauge, ruler, scissors and pins in the sewing box after using them.
10. ALWAYS: Listen to the teacher’s/trainer’s instructions.
Acknowledgement

This short course module, developed in Papua New Guinea, is based on the competency-based training model.

The Skill Training Resource Unit (STRU) of Employment Oriented Skills Development Project (EOSDP) in conjunction with Department (TVET) division and the implementing agency Department for Community Development Services wish to express their thanks to the people who have contributed in producing the module.

We hope it will provide basic knowledge and skills for the informal and the formal sectors especially the women, men and the youth to be employed or self-employed through having better skills for tomorrow.
The development of this short course was sponsored by the ADB-PNG EMPLOYMENT SKILLS DEVELOPMENT PROJECT (EOSDP) and produced by curriculum officers at the SKILLS TRAINING RESOURCES UNIT (STRU).