This short course was developed as a resource material for the trainer. The course was developed to assist women, men and youths in the non-formal sector to acquire necessary skills and knowledge and right attitudes towards taking body measurements for different age groups.

The development of this short course was sponsored by the ADB-PNG EMPLOYMENT ORIENTED SKILLS DEVELOPMENT PROJECT (EOSDP) and produced by curriculum officers at the SKILLS TRAINING RESOURCES UNIT (STRU).
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COURSE OUTLINE: Standard Body Measurements/Sizing

Program: TOURISM AND HOSPITALITY
Course: KNITTING
Module Code: TH015ii
Module Name: Standard Body Measurements/Sizing

Module 1: Learning to Knit
Module 2: Standard Body Measurements/Sizing
Module 3: Rib Hat
Module 4: Neck Scarf
Module 5: Child’s Vest
Module 6: Lady’s Knitted Poncho
Module 7: Man’s Jacket
### COMPETENCY PROFILE: Standard Body Measurements/Sizing

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<tr>
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<td><strong>C1. Identify product</strong></td>
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<tr>
<td><strong>D. Neck scarf</strong></td>
<td><strong>D1. Identify product</strong></td>
</tr>
<tr>
<td></td>
<td><strong>D2. Identify materials</strong></td>
</tr>
<tr>
<td></td>
<td><strong>D3. Identify measurements sizes, stitches and gauge</strong></td>
</tr>
<tr>
<td></td>
<td><strong>D4. Make the scarf</strong></td>
</tr>
<tr>
<td><strong>E. Child’s vest</strong></td>
<td><strong>E1. Identify product</strong></td>
</tr>
<tr>
<td></td>
<td><strong>E2. Identify materials</strong></td>
</tr>
<tr>
<td></td>
<td><strong>E3. Identify measurements sizes, stitches and gauge</strong></td>
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<td><strong>E4. Make the vest</strong></td>
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<tr>
<td><strong>F. Lady’s knitted poncho</strong></td>
<td><strong>F1. Identify product</strong></td>
</tr>
<tr>
<td></td>
<td><strong>F2. Identify materials</strong></td>
</tr>
<tr>
<td></td>
<td><strong>F3. Identify measurements sizes, stitches and gauge</strong></td>
</tr>
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<td></td>
<td><strong>F4. Make the poncho</strong></td>
</tr>
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<td><strong>G. Man’s Jacket</strong></td>
<td><strong>G1. Identify product</strong></td>
</tr>
<tr>
<td></td>
<td><strong>G2. Identify materials</strong></td>
</tr>
<tr>
<td></td>
<td><strong>G3. Identify measurements sizes, stitches and gauge</strong></td>
</tr>
<tr>
<td></td>
<td><strong>G4. Make the man's jacket</strong></td>
</tr>
</tbody>
</table>
Program: TOURISM AND HOSPITALITY  
Course: KNITTING  
Module code: TH015ii  
Module name: Standard Body Measurements/Sizing.  
Duration: The module will take approximately 8 hours to complete.  
Module Purpose: The purpose of the module is to develop participants with necessary skills and knowledge and right attitudes towards taking body measurements for different age groups.  
Content: Standard Body measurements/Sizing  
B1. Identify body points for measurement  
B2. Measure identified points  
B3. Take body measurement for baby  
B4. Take body measurement for child  
B5. Take body measurement for woman  
B6. Take body measurement for man  
Prerequisites: The facilitator or trainer to test basic reading and simple addition and subtraction.  
Method: The short course will be delivered in a practical, hands-on manner.  
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 good did we do it) 10%  
Instructor: The trainer preferred will be a recognised trainer from the community or a trained vocational teacher who has the skill in knitting.  
Assessment Condition: In a training hall or classroom with proper:  
- Lighting, good ventilation  
- Working tables and chairs  
- Measuring tools  
Evaluation: The participant will demonstrate mastery of each performance in the check list that will be provided by the trainer.  
Internet. 2006. www.yardstandards.com
Overview of Learning Outcomes

By successfully completion of the module the participants will be able to:

B2. Identify and Measure body parts.
B3. Take body measurements for baby.
B4. Take body measurements for child.
B5. Take body measurements for woman.
B6. Take body measurements for man.

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

Suggested minimum instructional time: 1 hour

Learning outcome B1.1:
• Explain Standard Body Measurements/Sizing

Teaching strategy:
Learning activities for the trainee must include the instructor to;
1. Explain importance points in using measurements in crocheting.
2. Identify measuring terms use in taking measurements.
3. Identify and explain the parts of the body to measure.

Assessment condition:
In a classroom situation or a training hall where all participants are provided with a;
• Tape measure,
• A dummy,
• Pencil,
• Paper,
• Training notes.

Assessment criteria:
The trainee has to;
1.1 Stated down 2 important points in using measurements in crocheting:
   a. knit correct size,
   b. different sizes can be knitted.
1.2 Listed measuring terms to use:
   a. inches or
   b. centimetres.
1.3 Named the parts of the body to measure:
   a. bust/chest
   b. neckline
   c. back
   d. waist
   e. sleeve length

Assessment method:
• Oral questioning
• Written exercise

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

Task B2: Measure body points.
Suggested minimum instructional time: 1 hour

Learning outcome B2.1:
• Identify and demonstrate to take body measurements from a dummy

Teaching strategy:
Learning activities for the trainee must include the instructor to;
2.1 Identify items that will be used in measuring.
2.2 Explain and demonstrate use of each item.
2.3 Explain and demonstrate measuring of the identified parts.

Assessment condition:
In a classroom situation or a training hall where all participants are provided with a;
• pencil
• scribbling pad
• tape measure
• ruler
• dummy or real person
• training notes

Assessment criteria:
The trainee has;
2.1.1 Outlined the items (stated in assessment condition).
2.1.2 Practiced correct use of each item.
2.1.3 Measured identified body points.

Assessment method:
• Verbal questioning
• Observation
• Practical demonstration

APPENDIX 3: Training and Assessment Guide (Learning outcome).

Task B3: Body measurements for baby.
Suggested minimum instructional time: 1 hour

Learning outcome B3.1:
• Identify and measure body points measurements for the baby
Teaching strategy:
Learning activities for the trainee must include the instructor to;
3.1 Identify specific months of the baby to take measurements.
3.2 Identify body points to measure.
3.3 Explain and demonstrate steps in taking the measurements for a 24 month old baby.

Assessment condition:
In a classroom situation or a training hall where all participants are provided with a;
• pencil
• scribbling pad
• tape measure
• ruler
• dummy or real person
• training notes

Assessment criteria:
The trainee has;
3.1.1 Listed specific months of baby to take measurements:
   a. 3 months  b. 6 months
   c. 12 months  d. 18 months
   e. 24 months
3.2.2 Labelled body points for taking measurements:
   a. chest,
   b. centre back (neck-to-cuff),
   c. back waist length,
   d. cross back (shoulder to shoulder),
   e. sleeve length to under arm.
3.3.3 Taken body measurement for a 24 month old baby.

Assessment method:
• Verbal questioning
• Written exercise
• Observation
• Practical demonstration

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

<table>
<thead>
<tr>
<th>Task B4: Body measurements for a child.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested minimum instructional time: 1 hour</td>
</tr>
</tbody>
</table>

Learning outcome B4.1:
• Identify and take body measurements for a child

Teaching strategy:
Learning activities for the trainee must include the instructor to;
4.1 Identify different sizes of a child.
4.2 Identify body points to measure.
4.3 Explain and demonstrate steps in taking measurements of a size 10 child.

Assessment condition:
In a classroom situation or a training hall where all participants are provided with a;
• pencil
• scribbling pad
• tape measure
• ruler
• dummy or real person
• training notes

Assessment criteria:
The trainee has;
3.1.2 Listed different sizes of a child:
   • sizes 2, 4, 6, 8, 10,
   • sizes 12, 14, 16.
3.2.3 Label body points to measure:
   • chest,
   • centre back (neck-to-cuff),
   • back waist length,
   • cross back (shoulder to shoulder),
   • sleeve length to under arm.
3.3.3 Take body measurement for a size 10 child.

Assessment method:
• Verbal questioning
• Written exercise
• Observation
• Practical demonstration

APPENDIX 5: Training and Assessment Guide (Learning outcome).

<table>
<thead>
<tr>
<th>Task B5: Body measurements for the woman.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested minimum instructional time: 1 hour</td>
</tr>
</tbody>
</table>

Learning outcome B5.1:
• Identify and take body measurements for a medium size woman

Teaching strategy:
Learning activities for the trainee must include the instructor to;
5.1 Identify different sizes of a woman.
5.2 Identify areas to measure.
5.3 Explain and demonstrate steps in taking measurements of a medium woman.

Assessment condition:
In a classroom situation or a training hall where all participants are provided with a;
- pencil
- scribbling pad
- tape measure
- ruler
- dummy or real person
- training notes

Assessment criteria:
The trainee has;
5.1.1 Listed different sizes of women:
   a. x-small     b. Small
   c. Medium      d. Large
   e. 1x, 2x, 3x, 4x, 5x or (extra large)
5.2.2 Labelled body points to measure:
   a. chest
   b. centre back (neck-to-cuff),
   c. back waist length,
   d. cross back (shoulder to shoulder),
   e. sleeve length to under arm
5.3.3 Taken body measurement for a medium size woman.

Assessment method:
- Verbal questioning
- Written exercise
- Observation
- Practical demonstration

APPENDIX 6: Training and Assessment Guide (Learning outcome).

Task B6: Body measurements for the man.
Suggested minimum instructional time: 1 hour

Learning outcome B6.1:
- Identify and take measurements for a small size man

Teaching strategy:
Learning activities for the trainee must include the instructor to;
6.1 Identify different sizes of a man.
6.2 Identify areas to measure.
6.3 Explain and demonstrate steps in taking measurements of a small size man.

Assessment condition:
In a classroom situation or a training hall where all participants are provided with a;
- pencil
- scribbling pad
- tape measure
- ruler
- dummy or real person
- training notes

Assessment criteria:
The trainee has;
6.1.1 Listed different sizes of a man:
   a. Small     b. Medium
   c. Large     d. x-large,
   f. xx-large
6.2.2 Label body points to measure:
   a. chest,
   b. centre back (neck-to-cuff),
   c. back waist length,
   e. cross back (shoulder to shoulder),
   f. sleeve length to under arm
6.3.3 Take body measurement for a small size man.

Assessment method:
- Verbal questioning
- Written exercise
- Observation
- Practical demonstration

APPENDIX 7: INSTRUCTIONAL NOTES

STANDARDS & GUIDELINES FOR KNITTING


Most knitting pattern instructions will provide general sizing information, such as the chest or bust measurements of a completed garment. Many patterns also include detailed schematics (simplified) or line drawings. These drawings show specific garment measurements (bust/chest, neckline, back, waist, sleeve length, etc.) in all the different patterns sizes. To insure proper fit, always review all of the sizing information provided in a pattern before you begin.
The charts in the module show Chest, Centre Back, Neck-to-Cuff, Back Waist Length, Cross Back, and Sleeve Length actual body measurements for babies, children, women and men. These measurements are given in both inches and centimetres.
When sizing sweaters, the fit is based on actual chest/bust measurements, plus ease (additional inches or centimetres). The chart entitled “Fit” recommends the amount of ease to add to body measurements if you prefer a close-fitting garment, an oversized garment, or something in-between.

**B2: Identify and Measure Body Parts.**

**HOW TO MEASURE**

1. **Chest/Bust**
   Measure around the fullest part of the chest/bust. Do not pull the tape too tightly.

2. **Centre Back Neck-to-Cuff**
   With arm slightly bent measure from the back base of the neck across shoulder around bends of elbow to wrist.

3. **Back Waist Length**
   Measure from the most prominent bone at base of neck to the nature waistline.

4. **Cross Back**
   Measure from shoulder to shoulder.

5. **Sleeve Length**
   With arm slightly bent, measure from armpit to cuff.

6. **Head Circumference**
   For an accurate head measure, place a tape measure across the forehead and measure around the full circumference of the head. Keep the tape snug for accurate results.

**B3: Take Body Measurements for Baby.**

**Baby Size Chart** (this is a guide only you can take your own measurements accordingly).

<table>
<thead>
<tr>
<th>Baby’s size</th>
<th>3 months</th>
<th>6 months</th>
<th>12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chest (in.)</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>(cm.)</td>
<td>40.5</td>
<td>43</td>
<td>45.5</td>
</tr>
<tr>
<td>2. Centre Back Neck-to-Cuff</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>26.5</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>3. Back Waist Length</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>15.5</td>
<td>17.5</td>
<td>19</td>
</tr>
<tr>
<td>4. Cross Back (shoulder to shoulder)</td>
<td>7</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>18.5</td>
<td>19.5</td>
<td>21</td>
</tr>
<tr>
<td>5. Sleeve Length to Under Arm</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>15.5</td>
<td>16.5</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baby’s (cont)</th>
<th>18 months</th>
<th>24 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chest (in.)</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>(cm.)</td>
<td>48</td>
<td>50.5</td>
</tr>
<tr>
<td>2. Centre Back Neck-to-Cuff</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>35.5</td>
<td>45.5</td>
</tr>
<tr>
<td>3. Back Waist Length</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>20.5</td>
<td>21.5</td>
</tr>
<tr>
<td>4. Cross Back (shoulder to shoulder)</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>21.5</td>
<td>22</td>
</tr>
<tr>
<td>5. Sleeve Length to Under Arm</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>20.5</td>
<td>21.5</td>
</tr>
</tbody>
</table>
**EMPLOYMENT ORIENTED SKILLS DEVELOPMENT PROJECT - SKILLS TRAINING RESOURCE UNIT**

**EMPLOYMENT ORIENTED SKILLS DEVELOPMENT PROJECT - SKILLS TRAINING RESOURCE UNIT**

---

**Child Size Charts** (this is a guide only you can take your own measurements accordingly).

<table>
<thead>
<tr>
<th>Child's size</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chest (in.) (cm.)</td>
<td>21</td>
<td>23</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>2. Centre Back Neck-to-Cuff</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>3. Back Waist Length</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>4. Cross Back (shoulder to shoulder)</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>5. Sleeve Length to Under Arm</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

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**Man Size Chart** (this is a guide only you can take your own measurements accordingly).

<table>
<thead>
<tr>
<th>Man's size</th>
<th>Small</th>
<th>Medium</th>
<th>Large</th>
<th>X-Large</th>
<th>XX-Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chest (in.) (cm.)</td>
<td>34-36</td>
<td>38-40</td>
<td>42-44</td>
<td>46-48</td>
<td>50-52</td>
</tr>
<tr>
<td>2. Centre Back Neck-to-Cuff</td>
<td>32-32</td>
<td>33-33</td>
<td>34-34</td>
<td>35-35</td>
<td>36-36</td>
</tr>
<tr>
<td>4. Cross Back (shoulder to shoulder)</td>
<td>15-15</td>
<td>16-17</td>
<td>17-18</td>
<td>18-19</td>
<td>18-19</td>
</tr>
<tr>
<td>5. Sleeve Length to Under Arm</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

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**Woman Size Charts** (this is a guide only you can take your own measurements accordingly).

<table>
<thead>
<tr>
<th>Woman's size</th>
<th>X-small</th>
<th>Small</th>
<th>Medium</th>
<th>Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chest (in.) (cm.)</td>
<td>28-30</td>
<td>32-34</td>
<td>36-38</td>
<td>40-42</td>
</tr>
<tr>
<td>3. Back Waist Length</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>4. Cross Back (shoulder to shoulder)</td>
<td>14-14</td>
<td>14-15</td>
<td>16-16</td>
<td>17-17</td>
</tr>
<tr>
<td>5. Sleeve Length to Under Arm</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

---

**ATTACHMENTS**

**The Fit and Length Charts**

**Fit Chart**

- **Very close fitting:** Actual chest/bust measurement or less
- **Close-fitting:** 1-2”/2.5-5cm
- **Standard-fitting:** 2-4”/5-10cm
- **Loose-fitting:** 4-6”/10-15cm
- **Oversized:** 6”/15 cm or more

The Length Chart provides average lengths for children’s, women’s and men’s garments.

**Length Chart**

<table>
<thead>
<tr>
<th></th>
<th>Waist Length</th>
<th>Hip Length</th>
<th>Tunic Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Actual body measurement</td>
<td>2”/5cm down from waist</td>
<td>6’/15 down from waist</td>
</tr>
<tr>
<td>Women</td>
<td>Actually body measurement</td>
<td>6’/15 down from waist</td>
<td>11’/28cm down from waist</td>
</tr>
<tr>
<td>Men</td>
<td>Men’s length usually varies only 1-2”/2.5cm from the actual “back hip length” measurement (see men size chart).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For an accurate head measure, place a tape measure across the forehead and measure around the full circumference of the head. Keep the tape snug for accurate results.

### Head Circumference Chart

<table>
<thead>
<tr>
<th>6. Circumference</th>
<th>Infant/Child</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>(in.)</td>
<td>Premie</td>
<td>Baby</td>
</tr>
<tr>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>(cm.)</td>
<td>30.5</td>
<td>35.5</td>
</tr>
</tbody>
</table>
Acknowledgement

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

The Skills Training Resources Unit (STRU) of Employments Oriented Skills Developments Project (EOSDP) in conjunction with Education 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 and youth to be employed or self-employed through having better skills for tomorrow.
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