

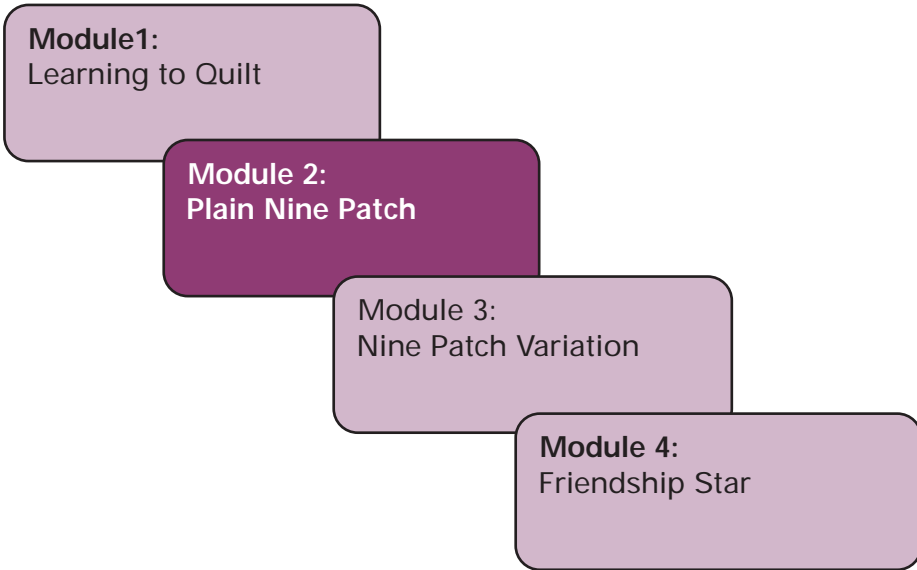


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**COURSE OUTLINE: Plain Nine Patch Quilt**

Program: **TOURISM AND HOSPITALITY**  
Course: **QUILTING**  
Module code: **TH024ii**  
Module name: **Plain Nine Patch Quilt**



## COMPETENCY PROFILE: Plain Nine Patch Quilt

Duty	Task			
A. Learning to Quilt	A1. Identify tools and equipment	A2. Fabrics preparation	A3. Colour identification	A4. Choose batting
	A5. Adding borders	A6. Draft the pattern		
B. Plain Nine Patch	B1. Identify tools and equipment	B2. Measure and cut	B3. Assemble blocks	
C. Nine Patch Variation	C1. Identify tools and equipment	C2. Measure and cut	C3. Assemble blocks	
D. Friendship Star	D1. Identify tools and equipment	D2. Measure and cut	D3. Assemble blocks	

## CURRICULUM GUIDE

<b>Program:</b>	<b>TOURISM AND HOSPITALITY</b>
<b>Course:</b>	<b>QUILTING</b>
<b>Module code:</b>	<b>TH024ii</b>
<b>Module name:</b>	<b>Plain Nine Patch Quilt</b>
<b>Module Purpose:</b>	The purpose of the module is to impart knowledge and skills to participants in assembling a plain nine patch quilt.
<b>Nominal duration:</b>	Approximately 7 hours to complete the module.
<b>Prerequisites:</b>	There are no pre-requisite for this module.
<b>Content:</b>	<b>B1.</b> Tools and equipment <b>B2.</b> Measuring and cutting <b>B3.</b> Assembling and sewing
<b>Suggested delivery method:</b>	The short course will be delivered in a practical, hands-on manner. <ol style="list-style-type: none"><li>1. Explanation (what we will do) 5%</li><li>2. Demonstration (how we will do it) 15%</li><li>3. Implementation (now you do it) 70%</li><li>4. Evaluation (how good did we do it) 10%</li></ol>
<b>Instructor:</b>	A recognized trainer from a vocational centre or certified trainer who has sewing skills .
<b>Assessment method:</b>	The assessment will be given in a holistic manner through; <ul style="list-style-type: none"><li>• Self paced</li><li>• Practical demonstration</li><li>• Observation</li><li>• Checklist</li></ul>
<b>Assessment condition:</b>	In a kitchen situation where all materials and equipment are provided or training hall for women's normal activities are done.
<b>Evaluation:</b>	The participants will demonstrate mastery of each skill. The final product will be evaluated.
<b>Reference:</b>	Harriet Hargrave's From Fiber to Fabric; C&T Publishing, Lafayette, CA 1997 Mary Asper, Green Mountain Designs - 2007



## Overview of Learning Outcomes

On successful completion of the course the participants will be able to:

- B1. Identify tools and equipment
- B2. Measure and cut blocks
- B3. Assemble and sew block together to form the quilt

## APPENDIX 1: Training and Assessment Guide. Learning Outcome.

Task B1: **Tools and equipment.**  
Suggested minimum instructional time: **1 hour**

### Learning outcome B1.1:

- Identify tools and equipment to make quilt.

### Teaching strategy:

Learning activities for the participants 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;

- training notes
- sewing tools
- sample

### Assessment criteria:

The participant has;

- 1.1.1 Selected and named tools and equipment to use.
- 1.1.2 Described and demonstrated use of each tool and equipment.

### Assessment method:

The assessment will be given in a holistic manner through;

- Self paced
- Practical demonstration
- Observation
- Checklist

## APPENDIX 2: Training and Assessment Guide. Learning Outcome.

Task B2: **Measurements and cutting.**  
Suggested minimum instructional time: **1 hour**

### Learning outcome B2.1:

- Identify measurements and cut blocks to the required measurements.

### Teaching strategy:

Learning activities for the participants must include the instructor to;

- 2.1 Identify block measurements for the fabrics.
- 2.2 Explain and demonstrate cutting procedures.

### Assessment condition:

In a classroom situation where all participants are provided with;

- training notes
- sewing tools

### Assessment criteria:

The participant has;

- 2.1.1 Measured:
  - a) colour 1:  $4\frac{1}{2}'' \times 22\frac{1}{2}''$
  - b) colour 2:  $4\frac{1}{2}'' \times 18''$
- 2.1.2 Cut:
  - a) strip into five  $4\frac{1}{2}''$  squares.
  - b) strip into four  $4\frac{1}{2}''$  squares.

### Assessment method:

The assessment will be given in a holistic manner through;

- Self paced
- Practical demonstration
- Observation
- Checklist

## APPENDIX 3: Training and Assessment Guide. Learning Outcome.

Task B3: **Assemble and sew.**  
Suggested minimum instructional time: **5 hours**

### Learning outcome B3.1:

- Assemble and sew blocks together to form the quilt.

### Teaching strategy:

Learning activities for the participants must include the instructor to;

- 3.1 Identify the steps in assembling the blocks.
- 3.2 Explain and demonstrate procedures in assembling and sewing the blocks together.

**Assessment condition:**

In a classroom situation where all participants are provided with;

- colour wheel basic sample

**Assessment criteria:**

The participant has;

- 3.1.1 Listed down steps in assembling the blocks.
- 3.1.2 Sewed the plain nine patch quilt.

**Assessment method:**

The assessment will be given in a holistic manner through;

- Self paced
- Practical demonstration
- Observation
- Checklist

**APPENDIX 4:**

**INTRODUCTION**

This is a very simple quilt that alternates Nine Patch blocks, and solid blocks of the same size. It is simple, yet makes a very striking quilt.

So those friends who would love to go into quilt business this is a good simple block for you start off and go into a quilting business.

**INSTRUCTIONAL NOTES:**

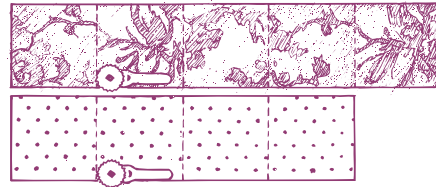
**MAKING PLAIN NINE PATCH QUILT**

**B1: Equipment required**

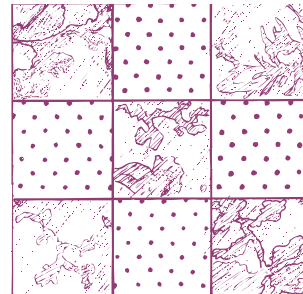
- Sewing machine
- Rotary cutter or scissors
- Tacking pins
- Pin cushion
- See thru ruler
- Iron and ironing board
- Template materials
- Colour 1 – 2 metres plain fabric
- Colour 2 – 2 metres floral fabric

**B2: Preparation and cutting**

- Measure colour 1: 4 1/2" x 22 1/2" – Strip into five 4 \_ " squares
- Measure colour 2: 4 1/2" x 18" – Strip into four 4 1/2" squares
- Cut colour 1 and colour 2 following the measurements given above

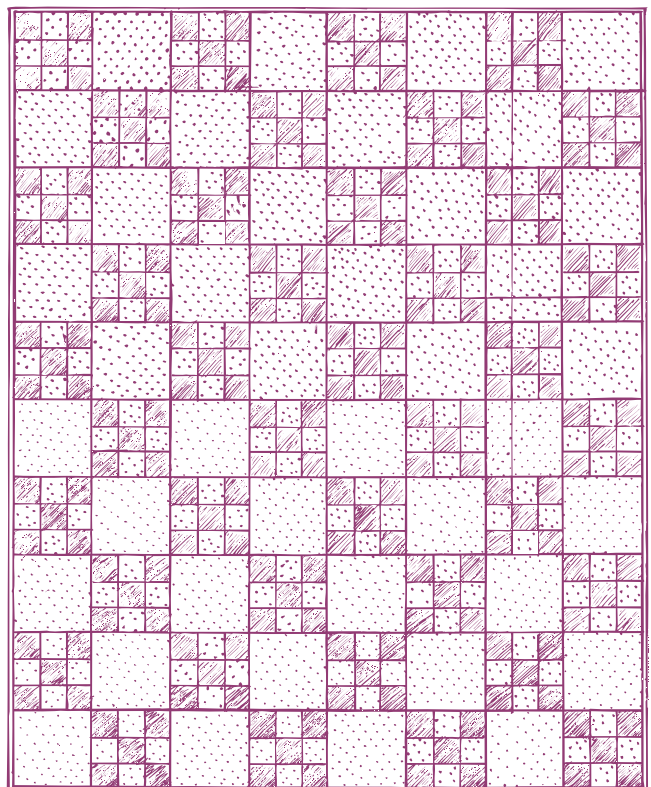


**B3: Assemble blocks**



- Lay out the squares as shown at right
- Using a little 1/4" seam allowance, sew three horizontal rows of squares
- Press seams towards the darker or floral fabric
- Join the rows and the block is complete
- If your seam allowances are accurate, this will measure 12 1/2"

Here is a simple quilt that alternates Nine Patch blocks, and solid blocks of the same size. It is simple, yet makes a very striking quilt.



## ATTACHMENTS

### Fabric Width Conversion Chart

Fabric Width	32"	35" 46"	39"	41"	44" 45"	50"	52" 54"	58" 60"
Yardage	$1\frac{7}{8}$	$1\frac{3}{4}$	$1\frac{1}{2}$	$1\frac{1}{2}$	$1\frac{3}{8}$	$1\frac{3}{8}$	$1\frac{1}{8}$	1
	$2\frac{1}{4}$	2	$1\frac{3}{4}$	$1\frac{3}{4}$	$1\frac{5}{8}$	$1\frac{1}{2}$	$1\frac{3}{8}$	$1\frac{1}{4}$
	$2\frac{3}{4}$	$2\frac{3}{4}$	$2\frac{1}{4}$	$2\frac{1}{4}$	$2\frac{1}{2}$	$1\frac{3}{4}$	$1\frac{3}{4}$	$1\frac{5}{8}$
	$2\frac{1}{2}$	2	2	2	$1\frac{3}{4}$	$1\frac{5}{8}$	$1\frac{1}{2}$	$1\frac{1}{4}$
	$3\frac{1}{4}$	$2\frac{7}{8}$	$2\frac{1}{2}$	$2\frac{1}{4}$	$2\frac{1}{4}$	2	$1\frac{7}{8}$	$1\frac{3}{4}$
	$3\frac{3}{8}$	$3\frac{1}{8}$	$2\frac{3}{4}$	$2\frac{3}{4}$	$2\frac{3}{4}$	$2\frac{1}{4}$	2	$1\frac{7}{8}$
	$3\frac{3}{8}$	$3\frac{3}{8}$	3	$2\frac{7}{8}$	$2\frac{3}{4}$	$2\frac{3}{8}$	$2\frac{1}{8}$	2
	4	$3\frac{3}{4}$	$3\frac{1}{2}$	$3\frac{1}{8}$	$2\frac{7}{8}$	$2\frac{5}{8}$	$2\frac{3}{8}$	$2\frac{1}{4}$
	$4\frac{3}{8}$	$4\frac{1}{4}$	$3\frac{1}{2}$	$3\frac{3}{8}$	$3\frac{1}{8}$	$2\frac{3}{4}$	$2\frac{5}{8}$	$2\frac{3}{8}$
	$4\frac{5}{8}$	$4\frac{1}{2}$	$3\frac{3}{4}$	$3\frac{5}{8}$	$3\frac{3}{8}$	3	$2\frac{3}{4}$	$2\frac{5}{8}$
	5	$4\frac{3}{4}$	4	$3\frac{7}{8}$	$3\frac{7}{8}$	$3\frac{1}{4}$	$2\frac{7}{8}$	$2\frac{3}{4}$
$5\frac{1}{4}$	5	$4\frac{1}{4}$	$4\frac{1}{8}$	$3\frac{5}{8}$	$3\frac{3}{8}$	$3\frac{1}{8}$	$2\frac{7}{8}$	

### Yards to Metres Convention

$\frac{1}{8}$ yd = 0.15m	$1\frac{1}{8}$ yd = 1.05m	$2\frac{1}{2}$ yd = 1.95m	$3\frac{1}{8}$ yd = 2.9m
$\frac{1}{4}$ yd = 0.25m	$1\frac{1}{4}$ yd = 1.15m	$2\frac{1}{4}$ yd = 2.10m	$3\frac{1}{4}$ yd = 3m
$\frac{3}{8}$ yd = 0.35m	$1\frac{3}{8}$ yd = 1.30m	$2\frac{3}{8}$ yd = 2.2m	$3\frac{3}{8}$ yd = 3.1m
$\frac{1}{2}$ yd = 0.50m	$1\frac{1}{2}$ yd = 1.40m	$2\frac{1}{2}$ yd = 2.3m	$3\frac{1}{2}$ yd = 3.2m
$\frac{5}{8}$ yd = 0.60m	$1\frac{5}{8}$ yd = 1.50m	$2\frac{5}{8}$ yd = 2.4m	$3\frac{5}{8}$ yd = 3.35m
$\frac{3}{4}$ yd = 0.70m	$1\frac{3}{4}$ yd = 1.60m	$2\frac{3}{4}$ yd = 2.55m	$3\frac{3}{4}$ yd = 3.45m
$\frac{7}{8}$ yd = 0.80m	$1\frac{7}{8}$ yd = 1.75m	$2\frac{7}{8}$ yd = 2.65m	$3\frac{7}{8}$ yd = 3.55m
1 yd = 0.95m	2 yd = 1.85m	3 yd = 2.75m	4 yd = 3.7m

### Safety Rules

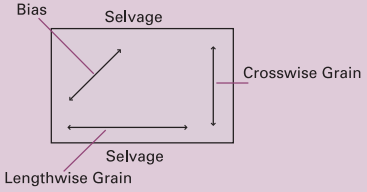
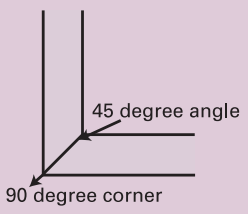

Safety is very important in Sewing. To make sure that everyone can learn and have fun in a safe environment, keep the following rules in mind:

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: Keep your fingers away from the sewing machine needle when winding the bobbin and operating the machine.
4. 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.
5. ALWAYS: Thread the needle with caution and lower the pressure foot 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.



GLOSSARY

QUILTING TERMS FOR QUILTING

Words	Meanings
<b>Backing</b>	This is the bottom layer of the quilt. Made up of a single piece or pieced together.
<b>Baste</b>	A way of securing the layers of your quilt using large loose stitches. You can also baste with safety pins.
<b>Binding</b>	A narrow strip of fabric used to finish off the raw edges of a quilt.
<b>Border</b>	Fabric strips that go around the outside of a quilt. Can be pieced, plain or appliquéd.
<b>Grain</b>	 <p>The diagram shows a rectangular piece of fabric. A diagonal line from the top-left corner to the bottom-right corner is labeled 'Bias'. The top and bottom edges are labeled 'Selvage'. A vertical double-headed arrow on the right side is labeled 'Crosswise Grain'. A horizontal double-headed arrow at the bottom is labeled 'Lengthwise Grain'.</p>
<b>Mitered Corner</b>	 <p>The diagram shows a corner where two fabric pieces meet. The corner is labeled '90 degree corner'. The diagonal seam where they meet is labeled '45 degree angle'.</p>
<b>Sashing</b>	Strips of fabric used to separate blocks in a quilt top.
<b>Color Wheel</b>	Primary colors, red, blue and yellow. Secondary colors are green, purple and orange.  <p>The color wheel is a circle divided into 12 segments. The primary colors (red, blue, yellow) are at the top, and the secondary colors (green, purple, orange) are at the bottom.</p>
<b>1/4" Seam Allowance</b>	Seam allowances is: a 1/4 inch margin from the edge of the fabric.
<b>Batting</b>	The middle layer of your quilt. Comes in different thickness, size, and fibers.



## 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.



p o box 1097, waigani  
national capital district  
papua new guinea.

tel: (675) 323 2633  
fax: (675) 323 0944

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