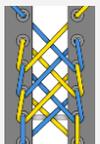


# Activities to Develop Pre-Dressing Skills

## Physical & Medical Team

Area for development	Activity	Resources
<p><b>To have fun with dressing practice</b></p> 	<ul style="list-style-type: none"> <li>• Dress up in <b>Super Hero</b> costumes ( Batman, Robin Hood, Wonder Woman, etc.)</li> <li>• Children to select the costume they would like to wear.</li> <li>• Have them find all the parts to their costume in a pile of costumes.</li> <li>• Have the children put on the costume and have fun pretending to be the superhero.</li> </ul>	<p>A selection of super hero costumes.</p>
<p><b>To have fun with dressing and undressing practice</b></p> 	<ul style="list-style-type: none"> <li>• The children can use or make costumes to dress up for seasonal occasions</li> <li>• Children to dress up as characters from a book eg: 'Where's Wally?'</li> <li>• Children to add a range of different clothing eg: hats, capes, gloves.</li> </ul>	<p>A variety of themed clothes.</p>
<p><b>To practice dressing and undressing dolls</b></p>	<ul style="list-style-type: none"> <li>• Have the children dress and undress a variety of dolls, teddies, etc.</li> <li>• They can undress and dress the doll completely or can practice with just one item of clothing.</li> </ul>	<p>Dolls, Teddies dress a mouse activity box,</p>
<p><b>Dress up in adult clothing</b></p> 	<ul style="list-style-type: none"> <li>• It is far easier for children to dress up in adult size clothes as there is much more room for manoeuvre.</li> <li>• Build the activity up over a period of days adding new items each day in the dressing up box.</li> <li>• The children get practice on a limited number of dressing items over a period of a week, building their skills as they go.</li> <li>• On the first day just have items of clothing.</li> <li>• On the next day add shoes.</li> <li>• On the following day add gloves, ties, bow ties, scarves.</li> <li>• Add socks and tights</li> <li>• Add a variety of hats</li> <li>• Add purses and wallets with pretend money.</li> </ul>	<p>Hole punch, thin card, A4 paper, ruler, glue, sticky sweets, lolly sticks, thick card, woollen yarn, sandpaper, construction paper</p>



<b>Musical Dressing</b> 	<ul style="list-style-type: none"><li>• A variation of musical chairs.</li><li>• The children select clothing from a pile of clothing while the music is playing.</li><li>• They stop the activity when the music stops.</li><li>• The winner is the child with the most clothing on when the music stops.</li></ul>	Dress up clothing, Music.
<b>Button Boards and Books</b>	<ul style="list-style-type: none"><li>• Children to practise buttoning and unbuttoning using button boards.</li><li>• Use a range of different sized button, toggles, press studs and zips.</li><li>• Children to practise in all positions; sitting, prone on elbows, standing, kneeling, sitting at a table.</li></ul>	Boards and books with button fastening, Eg: Explorer pockets from TTS-online
<b>Wrapping Packages</b> 	<ul style="list-style-type: none"><li>• Children to wrap up packages for various occasions.</li><li>• Each child to have a 'Work box' to untie, take out their work and retie the box when work is completed.</li></ul>	Packages of different sizes, different thicknesses of wrapping paper, different thicknesses of ribbons, string.
<b>Tying Laces Lacing boards</b> 	<ul style="list-style-type: none"><li>• Practise tying on a stationary shoe box. Tying is closer to the body and is an easier perspective.</li><li>• Use a 'bow book'</li><li>• Use a variety of lacing boards available to buy on line from early years suppliers.</li><li>• Use a paper plate with holes punched around the edge. Children to lace around the edge.</li><li>• Children to lace 2 plates together with beads or shells inside to make a rhythm shaker.</li></ul>	Lacing Boards, (from TTS online). Paper plates, shoelaces, staples, pictures, bells
<b>Putting on Socks</b> 	<ul style="list-style-type: none"><li>• Matching sock game – children sit in a circle around a pile of different socks.</li><li>• Children look for a matching pair and try to put them on.</li><li>• Children then try to be the first to take the socks off.</li></ul>	A number of socks in all sizes, textures and colours. To include adult sized socks

References:

Occupational Therapy Approaches by Jill Jenkinson, Tessa Hyde and Saffia Ahmad  
Pre-Dressing Skills by Marsha Dunn Klein

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