

Social Thinking Concept 10: Sharing an Imagination



Why do We Teach this Concept?

Shared an imagination is at the heart of Shared Collaborative Imaginative Play. This is an essential skill for children to be able to work and learn in groups, develop social relationships, and engage in socially-based critical thinking (social problem solving). For teens and adults, shared imagination is the content that drives our communication! We imagine other people's experiences, based on our own knowledge of the world, and then we connect our own thoughts and experiences to what others are telling us. Although the skill set starts at the level of play, it's the foundation for nearly all of the experiences we encounter throughout the remainder of our lives.

Materials:

- Book 10: Sharing an Imagination and Unit 10 Plan
- Family Letter and At Home Activities
- Optional Music Activity: Music CD Track 11 "I Know You Know"
- Previous Social Thinking concepts, such as expected/ unexpected, and flexible thinking
- Visuals: - make your own Thought Bubbles and Talking Bubble
- draw/write a play plan: give players a "job" and some things that will happen

Activities:

- Read Book 10 Sharing an Imagination
 - See Unit Plan handout for ideas to discuss at each "stop and notice" icon.
- Act It Out! Using our shared imagination to act out using common objects such as cups, spoons etc. Then make smart guesses about what others are acting out (similar to charades). To scaffold for your student based on their ability level, try:
 - Providing pictures of different options. This reduces their need to generate ideas independently. E.g., For a bubble wand - pictures of magnifying glass, a ring, a halo, and a pen.
 - Acting out a longer skit to provide more context (if children are able).
 - Using a thought bubble to support the children who are guessing.
- Imagine & Share: "It's NOT a ____! It's a ____!" Take every day items and pretend to use them in different and unexpected ways. Act it out. This is different from the previous activity because the students have to demonstrate flexible thinking when they are given the options and aren't generating their own ideas.
- Tunnel of Change: Use a collapsible tunnel to provide a concrete space where children can "change roles". Use picture cards to indicate what to change into. Once you've moved through the tunnel the student now gets to behave and act as a different character/animal. Adapt by having children develop the different roles for friends.
- Charades: Use a thought bubble instead of objects and pictures to reinforce that you are now sharing your imaginations!

- Play the game “freeze” while listening to music. Give the students an environment they are “dancing in” and they generate actions to match their character (e.g., robot factory, Under the Sea Ice Cream Store).

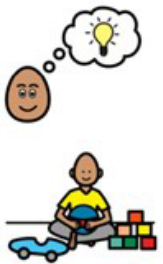

Language to Reinforce the Concept

Continue using the terminology established in Units 1 through 9

Teachable Moments

- Highlight *Sharing an Imagination* during naturally occurring moments during play. For example, if a student is playing independently, encourage your student to engage with another student by saying “I see you’re using your imagination. Go share your imagination with your friend.” or “Use your words to help your friends see what you see in your brain.”
- When introducing a book, reinforce that you are now all going to *Share an Imagination* together! The words will help us to make the similar pictures in our minds. Support this by drawing visuals or summarizing portions of the book. Ask the student “What do you see in your imagination/brain?” E.g., “Do we all see a frog jumping near water?”
 - This is a really important step for demonstrating comprehension of reading!
- While reading pictures books, develop a drawing or group imagination THEN reveal the picture to see how closely our imaginations match the author’s imagination.
- During book reading, ask students to make a smart guess about the Sharing an Imagination and the size of the character’s reaction. This can be done with most books, but try:
 - Purple Crayon – Crockett Johnson
 - Not A Box – Antoinette Portis
 - Where Does the Trail Lead? - Burton Albert

Sample of a Basic Play Plan template

 <p>Play Plan</p>		
	 break time	

Social Thinking® concepts are introduced to early learners ages 4-7 through the *Social Thinking* curriculum, *We Thinkers!* Volumes 1 and 2, written by Ryan Hendrix, Kari Palmer, Nancy Tarshis, and Michelle Garcia Winner. (www.socialthinking.com)