Pick one idea. Let the play happen.

Read the opening of any card, then wait. Follow one clearly chosen idea. You can be a willing visitor, describe an imagined place or make a broad mark on the child's direction. Ask before adding to or sharing their creation. Their decision matters; your making and interpreting help stays yours.

A tiny setup

Use a comfortable familiar spot. A flat page and an existing broad drawing tool are optional, chosen by the adult for this individual child. The no-extra-material route is complete; usual communication supports remain available. No loose small pieces, cutting, tools, building, food, tied cords, new purchase or rearranged furniture are needed.

Offer one named option at a time when useful. Use the child's established voice, sign, AAC, clear point or yes/no system. Wait and confirm the intended meaning. An unclear or absent reply is not agreement. Do not make up an unfamiliar sign system for the task. A familiar competent speaker can use the home language; certified translations are not provided.

Keep it light

One choice, a small story or watching can be enough. There is no session length target. Split, repeat, change, rest or finish whenever useful. Longer questions, examples, later starts and extras are optional. No previous pack, saved page, remembered story or completed earlier invitation is needed.

Shared play needs willing partners and renewed agreement when a choice changes. Separate play is available. No visitor has to accept an invitation, provide a reason for saying no, perform for an audience or share a personal story. Fictional visitors can leave, watch or have different preferences.

What actually happened?

An imagined try is a story. A traced page is an actual pretend-play action by whoever traced it. A plan not used remains a plan. A supplied fictional model is the author's work; selecting it does not make it original child artwork. A real willing adult's reply is their actual reply, while an invented character's praise remains fiction. Neither proves a real building improvement or developmental outcome.

Parents need no notes. If an educator records a brief observation, use actual communication, choice and support to choose a specific next invitation. Follow the setting's privacy practice; this pack collects no information. Keep child names, images, contact details and private stories out of proposed public resource edits.

Make the route fit today

• Less language: invitation 11 offers join or watch one named choice at a time, with another idea or finish available.

• Less handling: in 14, direct the adult's broad mark after a clear request, or keep the whole change imagined.

• No image: in 13, name two imagined rooms; ask about one visitor's choice, then stop if wanted.

• More complexity: in 17, keep two possible changes with different purposes. A second version need not be better.

• A quieter turn: in 15, use a silent described scene or separate places. No sensory exposure or timed waiting is required.

• Familiar language or communication: use a competent familiar speaker and the child's existing system throughout, with the same choice and consent.

These routes can be used by neurodivergent and neurotypical children, changed or declined. They are options for this moment, not permanent learning-style or diagnosis templates. Individual access and usefulness require review with the people using the pack.

Choose any card again tomorrow, or follow a completely new child-led interest. The next useful idea is more important than reaching the end of a set.

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