

Imagining	1) Nurturing imagination	2) Growing empathy	3) Self talk	4) Active imagination	5) Receptive imagination	6) Frames of mind
Embodies; "I can't not."	Develops mindfulness to be fully present in their imaginative state.	Detaches from own views and emotions to see others' realities as alternatives.	I let my imagination take risks for me.	Moves freely across fields and disciplines, using imagination to apply knowledge.	Challenges the status quo to bring about innovation. Imagination is always 'switched on', ideas bubble up freely.	Scrutinises past constructs to create innovative hypothetical futures.
Organises; "I make sure."	Purposefully captures / collect things that will trigger their imagination (journals, artefacts, photos scrapbook, Pinterest).	Approaches listening with a genuine desire to understand people's feelings and perspectives.	I let my imagination break the rules and find novel ways to do things.	Rehearses actions in the mind in order to achieve a better performance in reality.	Engages with intuition and follows inklings to gain insight.	Imagines playfully to disregard normal rules, distort reality etc, and creates new rules.
Values; "I see why."	Uses a storehouse of memories of wider experiences of life and is alert to how to use them imaginatively.	Imagines what an appropriate empathetic response might be to particular situations.	I'm happy to let my mind roam and see what I come up with.	Sets out with a purpose to imagine. Can visualise what they want to achieve Can imagine alternatives for solving problems.	Can access a state of reverie to play with ideas.	Happy to suspend reality and abandon inhibitions — resourceful, constructive outcomes.
Responds; "I'll try."	Gathers more abstract ideas through stories, art, myths, fairy tales that break the rules of reality.	Reads books and watches films to catapult their imagination into the lives of others.	I link ideas together in new or curious ways.	Pulls ideas together and turns 'what is' into 'what could be'.	Mixes known concepts and ideas and plays with new combinations.	Broadening range of associative material and experience brings imitative and responsive outcomes.
Receives; "Show me. Tell me."	Builds range of experiences.	Recognises that others can have different sorts of feelings and thoughts.	I use things I have seen and done to help me play, pretend, and imagine.	Uses imaginative activities suggested by others. Centres on concrete experiences.	Can visualise themselves in another setting.	Limited experiences lead to predictable, dependent, and cautious outcomes.
Lacks; "I can't. I won't."	Unaware that imagination needs to be nurtured.	Pays little attention to what others think/feel.	Has no language to talk about/deal with imagination.	Plays with others as a known character in a real setting.	Unaware of consciously using their imagination.	Firmly based in reality.