Although the learning and developmental benefits of imaginary play are widely recognized, most research has been conducted in Western cultural contexts; much less has explored imaginary play in Muslim communities, featuring culturally relevant material and pedagogies. This study inquires into how children engage in imaginary play and how adults support imaginary play in four Muslim communities in Toronto, Beirut, Riyadh, and Abu Dhabi. As a collaborative design experiment (Brown, 1992), we will offer an initial playgroup design and refine it in collaboration with mothers and the children themselves at each site over the course of ten weeks. The playgroup design is organized around a 10-session playgroup program that we collaboratively designed for children under 7 years old, based on traditional stories from Muslim cultural contexts with invitations for imaginary play.