Pathways:
(Re)Scoping Projects



A PReP Framework for Public Engagement Reflection Deck

Recommended Printing Instructions

- Print double-sided. If given the option, select “flip on the long edge” (*not* “flip on the short edge”).
- Select “Do not scale” or “Actual size options” (*do not* scale or fit the pages to size).
- Print in color if possible. Otherwise, ensure that a grayscale setting is selected.
- Even with these settings, your cards may be just slightly off - but they’re certainly still usable!

Digital Version Available

A digital version of this and the other PReP Framework for Public Engagement Reflection Decks, in which you interact with a set of tiles in a slidedeck, is also available:

People Deck: https://bit.ly/prep-people-digital
Relationships Deck: https://bit.ly/prep-relationships-digital
Pathways Deck: https://bit.ly/prep-pathways-digital

ARIS
Advancing Research Impact in Society

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UNIVERSITY OF MICHIGAN

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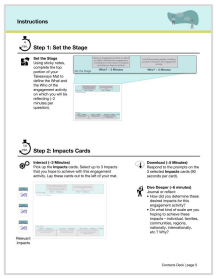
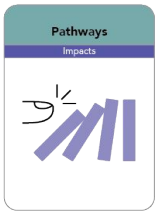
Contents

In the PReP Framework for Public Engagement Reflection Decks, there are three Decks that mirror the structure of the PReP Framework for Public Engagement. This booklet includes instructions, card files to print and cut out, and a Takeaways Mat for the **Pathways: (Re)Scoping Projects Deck**. Additionally, you will find a brief explainer about the PReP Framework for Public Engagement and a glossary of terms and examples to help as you reflect.

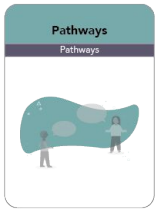
Pathways Deck



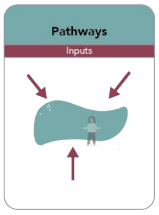
1 Set of Instructions



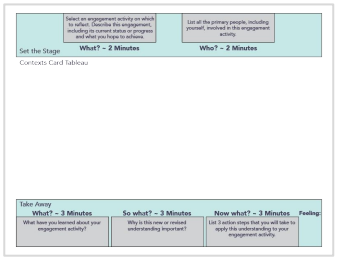
5 Impacts Cards



12 Pathways Cards

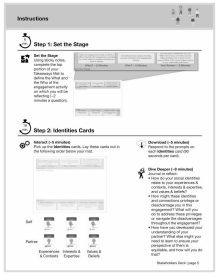


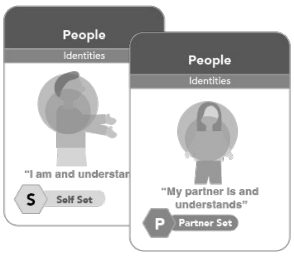
7 Inputs Cards

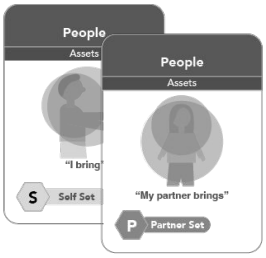


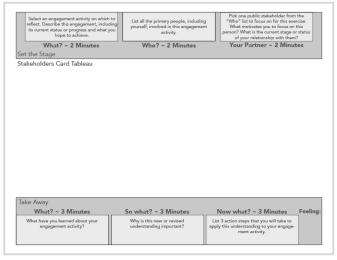
1 Takeaways Mat

People Deck

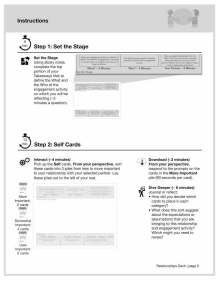


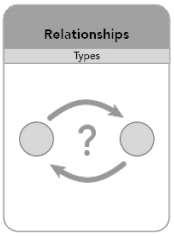


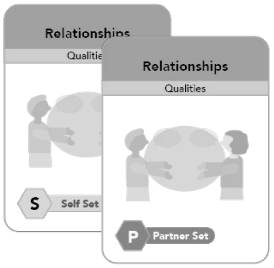


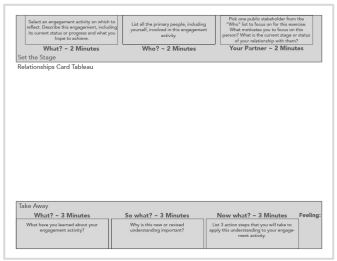


Relationships Deck









Introduction



Objective

The PReP Framework for Public Engagement Reflection Decks are designed to help you build capacity in public engagement by bridging theory to practice. They translate the theoretical PReP Framework for Public Engagement into three Decks that promote active reflection. While deep knowledge of the framework is not required to engage with the Reflection Decks, we recommend reviewing the framework explainer included with this booklet because it may prompt ideas related to your specific engagement activity. We encourage you to use the Reflection Decks to meet your own needs in public engagement.

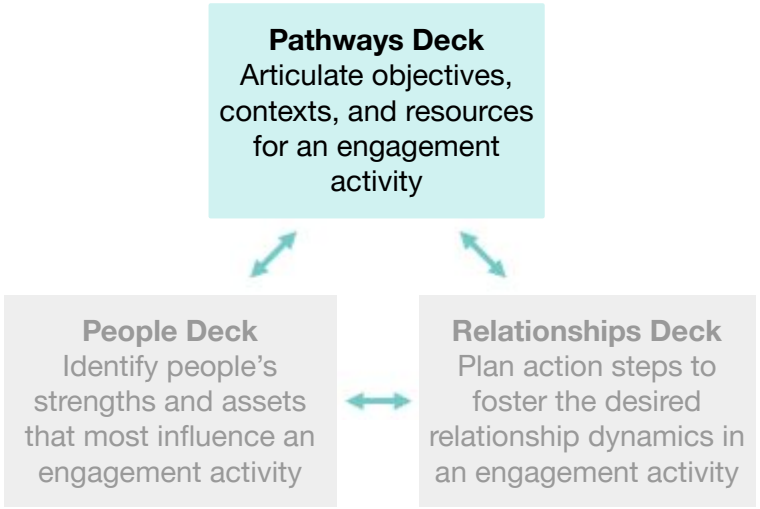
Overview

Intended For: Public engagement practitioners in higher education institutions and their public partners

Purpose: The Reflection Decks will help you:
- Engage in deep reflection
- Create and implement an action plan
- Reflect on the plan's progress or hiccups

Structure: This booklet contains the **Pathways: (Re)Scoping Projects Deck**. However, the Decks act like stacking blocks: you can use the others based on your needs.

Estimated Time: 60-80 minutes



Things to Keep in Mind

Present Tense

All instructions are in the present tense, as though you are using the Reflection Decks to prepare for or are in the midst of an engagement activity. However, you can use the Decks to reflect on past engagement activities by mentally changing the prompts to the past tense.

Partnership

The Decks use the idea of "partnership." We recognize that not all practitioners may consider others in their engagement to be "partners." Terms like "visitors" or "readers" may resonate better. We believe that thinking of these individuals as "partners" can unlock new understandings.

Assumption-Checking

We urge you to critique your reflections:
- What assumptions are you are making, especially about your partner(s)?
- How did you develop them?
- Are these assumptions equitable?
- How could you verify or revise your assumptions?

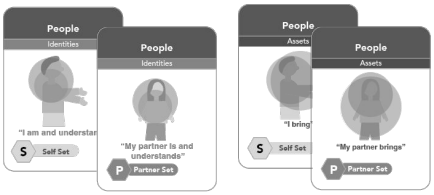
Deck Selection

This booklet contains the Pathways: (Re)Scoping Projects Deck. You can use the other two Decks at any time. Each Deck is designed to take about 60-80 minutes.



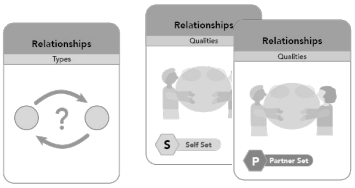
Pathways: (Re)Scoping Projects Deck

Articulate objectives, contexts, and resources for an engagement activity



People: Empathy Mapping Deck

Identify people's strengths and assets that most influence an engagement activity



Relationships: Negotiating Dynamics Deck

Plan action steps to foster the desired relationship dynamics in an engagement activity

Additional Materials

Pen or Pencil
You'll get more out of the Reflection Decks if you get your thoughts down on paper in some way.

Sticky Notes
You can use sticky notes on the mat (or the cards) to make everything reusable.

Timer
You'll need some kind of 90-second timer on your phone or computer, such as this one: https://www.youtube.com/watch?v=x_IC2LQU1U0

Camera
You can take a picture of your final tableau, including your mat and cards, for future reference.

Tabletop
Make sure you have a large, uncluttered area on which to lay out your mat and cards.

Actions

Each Reflection Deck involves the following actions:

Set the Stage
Use the Takeaways Mat to define the what and who of your engagement activity.

Interact
Interact with the cards in some way, such as by sorting or selecting.

Download
Take 90 seconds to respond quickly to a prompt on a certain card(s).

Dive Deeper
Journal or reflect more deeply in your mind with probing follow-up questions.

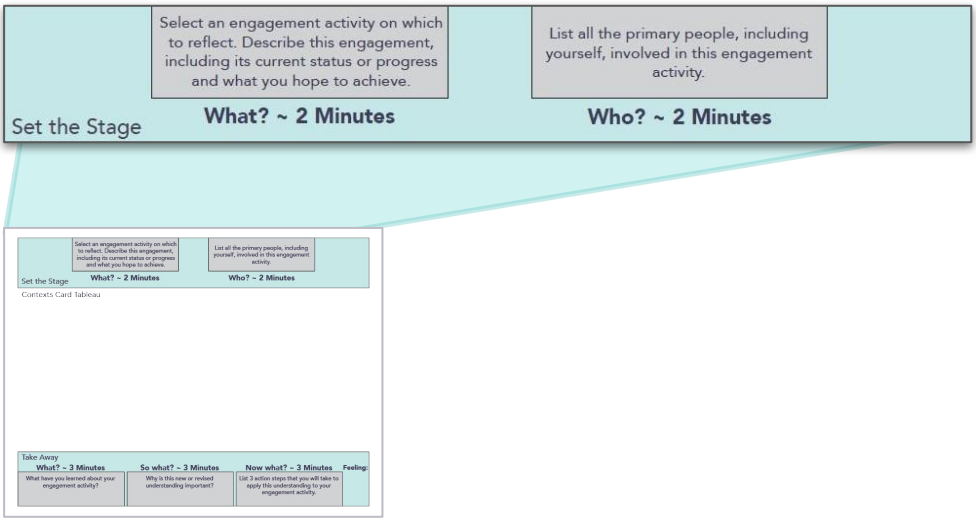
Summarize
Use the Takeaways Mat to record what you've learned and what you'll do in the future.

Instructions

4 min.

Step 1: Set the Stage

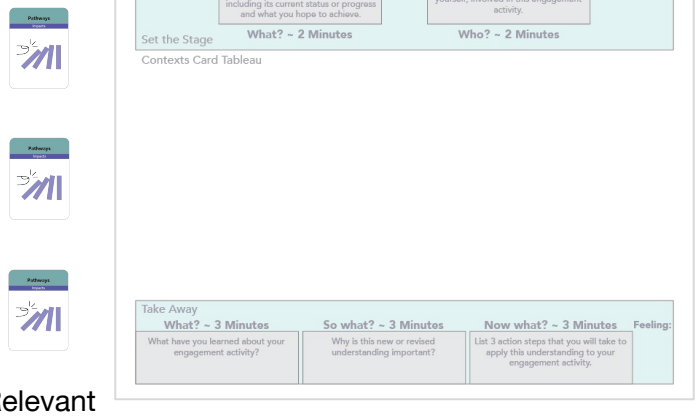
Set the Stage
Using sticky notes, complete the top portion of your Takeaways Mat to define the What and the Who of the engagement activity on which you will be reflecting (~2 minutes per question).



14 min.

Step 2: Impacts Cards

Interact (~3 Minutes)
Pick up the **Impacts** cards. Select up to 3 Impacts that you hope to achieve with this engagement activity. Lay these cards out to the left of your mat.



Relevant Impacts

Download (~5 Minutes)
Respond to the prompts on the selected **Impacts** cards (90 seconds per card).

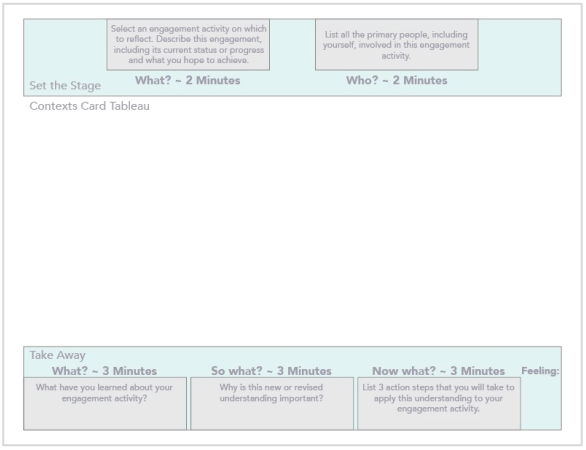
Dive Deeper (~6 minutes)
Journal or reflect:

- How did you determine these desired impacts for this engagement activity?
- On what kind of scale are you hoping to achieve these impacts—individual, families, communities, regions, nationally, internationally, etc.? Why?

Instructions

14 min. Step 3: Pathways Cards

Interact (~3 minutes)
Pick up the **Pathways** cards. Select up to 3 pathways cards that apply to this engagement activity. Lay these cards out to the right of the mat.



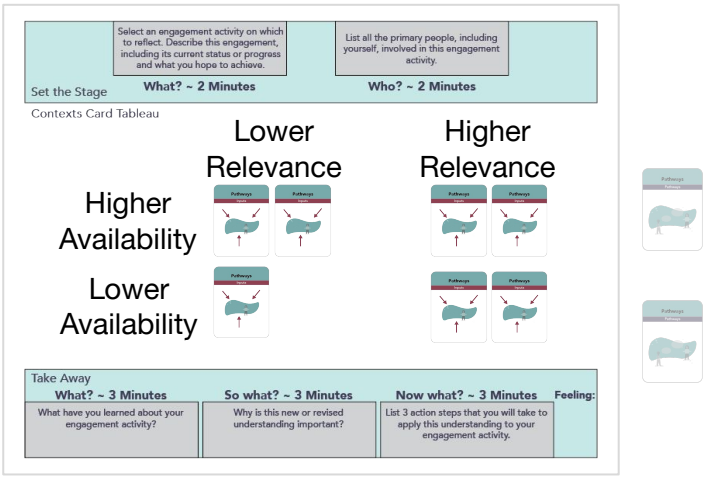
Relevant Pathways

Download (~5 minutes)
Respond to the prompts on all selected **Pathways** cards (90 seconds per card).

Dive Deeper (~6 minutes)
Journal or reflect:
- Who is disadvantaged or privileged by the practices, norms, or expectations in these pathways? What steps could you take to change inequitable norms/practices?
- How do these pathways intersect or differ? How will you navigate these connections and differences to advance your project?

15 min. Step 4: Inputs Cards

Interact (~4 minutes)
Pick up the **Inputs** cards. Sort the cards into quadrants based on relevance to the project (lower-higher) and availability (lower-higher). Lay these quadrants out in the Card Tableau area of your mat.



Download (~5 minutes)
Respond to the prompts on cards in the **Higher Relevance/ Lower Availability** quadrant (90 seconds per card).

Dive Deeper (~6 minutes)
Journal or reflect:
- What steps could you take to access the inputs you listed in the **Higher Relevance/ Lower Availability** category (e.g., form a new partnership, re-prioritize budget items)?
- Compare your **Higher Relevance Inputs** and your **Impacts**. How will you use the inputs to achieve these impacts, and/or how will you ensure that your inputs help you achieve these impacts?

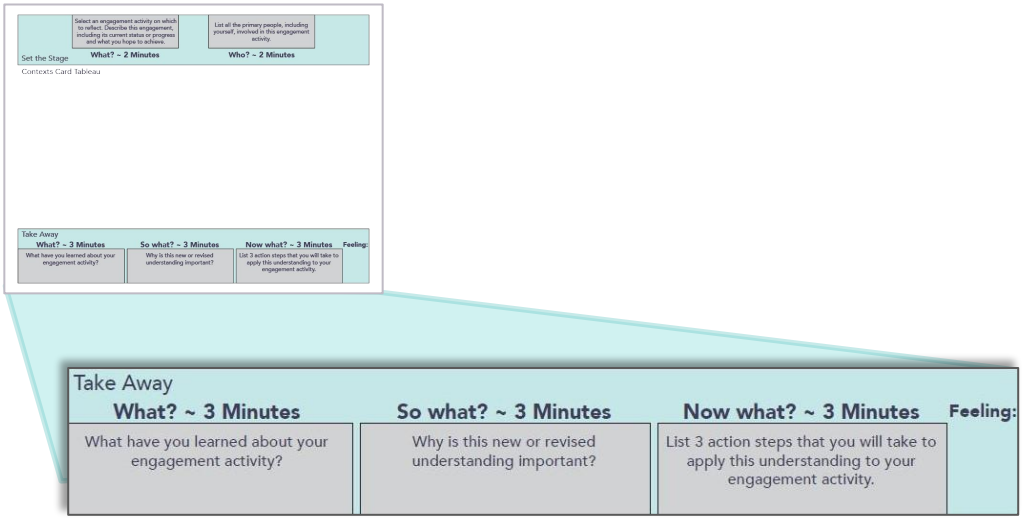
Instructions

10 min.

Step 5: Takeaways

Summarize
Using sticky notes, complete the bottom portion of your Takeaways Mat to debrief what you've learned (~3 minutes per question).

How are you now feeling about this engagement activity, with 1 being terrible and 10 being awesome? Write this number in the space provided and then take a picture of your final tableau for future reference.



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Pathways Deck Glossary

Category	Item	Definitions and Examples
Impacts[1]	Attitudinal Impacts	Change(s) in attitudes *Ex: motivation to reduce carbon footprint developed by sharing stories of those individuals and communities most impacted by climate change*
	Capacity-Building Impacts	Advances in skills or resources *Ex: self-advocacy skills to reduce air pollution among a neighborhood group built through training workshops*
	Conceptual Impacts	Change(s) in knowledge or awareness *Ex: understanding and use of the scientific method among high school students through a summer outreach program*
	Enduring Connectivity Impacts	New or strengthened long-term interactions, relationships, or networks *Ex: connections among early career scholars of color formed through a community of practice*
	Instrumental Impacts	Tangible change(s) in policies or practices *Ex: elimination of the GRE within graduate school admissions decisions created through negotiations with an institution*

[1] *Based on impact categories as synthesized in:* Reed, M.S., Duncan, S., Manners, P., Pound, D., Armitage, L., Frewer, L., Thorley, C., & Frost, B. (2018). A Common Standard for the Evaluation of Public Engagement with Research. *Research for All 2*(1), 143-162. https://doi.org/10.18546/RFA.02.1.13.

Category	Item	Definitions and Examples
Pathways	Alternative, Informal, & Lifelong Learning	Connecting with free-choice learners of all ages in nontraditional educational settings to support exploration and learning *Ex: public speaker series; museum programs*
	Applied Practice & Professional Consulting	Offering professional services, often on a pro-bono basis or in practice-based educational contexts, to address basic needs or complex problems *Ex: community health clinics; consultations for small businesses*
	Capacity-Building & Training	Providing or receiving training to develop relevant skills or capacities, and/or building resources such as support, funding, or infrastructure *Ex: workshops that prepare individuals to work together; leadership trainings*
	Communications & Media Engagement	Sharing information related to scholarship or creative practice to enable broader understanding and application of that information *Ex: creating content for public consumption; discussing research on social media; connecting with media professionals or outlets*
	Community-Engaged Learning and/or Service	Partnering with communities to address community-identified needs and expand the context of student learning *Ex: community-engaged coursework; student service organizations*
	Community-Engaged Research	Partnering with communities to advance scholarship and address community-identified issues *Ex: community-based participatory research; oral history projects originating from within a community*
	Holdings & Collections	Ethically negotiating, acquiring, and sharing assets held by the institution—both tangible and digital—to expand knowledge *Ex: museum collections; botanical gardens collections; libraries*
	Industry Partnerships, Commercialization, & Entrepreneurship	Connecting with industry or private-sector entities to advance product, technology, and/or service innovations *Ex: sharing resources for collaborative research; facilitating career pipelines; commercialization of ideas or technology*

Category	Item	Definitions and Examples
Pathways (cont.)	Internships & Residency Programs	Embedding individuals temporarily within different spaces to contribute work and ideas in exchange for learning and growth *Ex: artist-in-residence programs; summer externships or work programs*
	P-14 Education & Educational Outreach	Supporting the P-14 educational system to address the educational and developmental needs of students *Ex: in-school presentations; partnering with teachers on curriculum development; summer or pipeline programs*
	Performance, Exhibition, & Installation	Creating public spaces, experiences, creative works, and/or displays to inspire personal meaning-making and understanding *Ex: co-creating artistic works with communities; public concerts or installations*
	Policy, Advocacy, & Government Relations	Engaging with political decision-makers and members of various publics to support informed policy decisions *Ex: meeting with representatives or testifying before Congress; serving on national advisory boards; partnering with city councils*

Some Examples of Social Norms, Expectations, or Practices for Different Pathways:

- **P-14 Education and Educational Outreach:** respecting a teacher's leadership in their classroom
- **Policy, Advocacy, and Government Relations:** dressing in business attire to testify to Congress

Category	Item	Definitions and Examples
Inputs	Funding	The monetary resources that are needed to complete all phases of the engagement activity *Ex: labor costs; material and hosting costs; travel costs*
	Individuals Involved	The individual people involved in an engagement activity, including their positionality in the engaged relationship *Ex: faculty member; K-12 student; director of a non-profit; graduate research assistant*
	Organizational Partnerships	Any profit, not-for-profit, educational, governmental or other institution that is represented by individuals involved in the engaged relationship, or whose involvement provides resources for the engagement activity *Ex: local public health department; state humanities council*
	Space	Any physical or digital resource that supports the ability for individuals in the engaged relationship to interact around the engagement activity *Ex: online distribution channels or engagement tools such as WordPress; community center meeting room*
	Supplies	Any resources - including raw materials, food, etc. - that are important for the success of the engagement activity *Ex: post-its & markers; pizza; materials to build a tabletop experiment*
	Technology	Any computer-based resource that supports the engagement activity *Ex: video camera; mapping software; videoconference tools*
	Time	The duration needed to support the success of the engagement activity, including planning, implementation, and evaluation phases *Ex: setup time for an event; time for drafting, editing, and revising a public writing piece; exhibit development, production, and launch*

The PReP Framework for Public Engagement

The PReP Framework for Public Engagement is a descriptive framework that explains public engagement in higher education at a systems-level.The PReP Framework focuses on three areas of public engagement: **P**eople, **Re**lationships, and **P**athways. For the purposes of this framework, we define 'public engagement' broadly as:

the intentional and mutually beneficial interaction between members of an institution and external individuals or groups that results in positive societal change



People

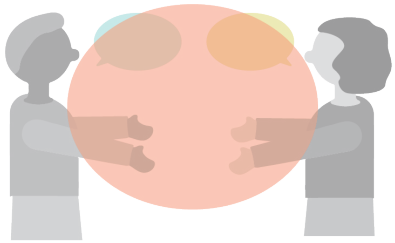
People are individuals or groups of individuals from both institutional and public spaces. At a minimum, there are always two people in an engaged relationship (someone from the institution and someone from the public).

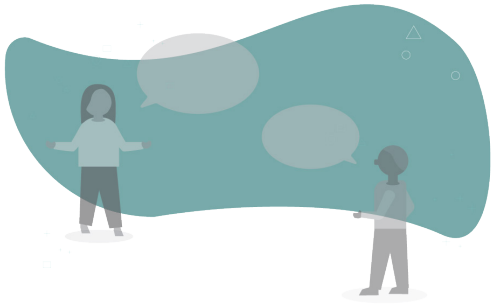
Each person has distinct and individual characteristics that shape the outcome of the engagement.

Relationships

The **relationship** refers to the connection, interaction, collaboration, or partnership that people from the institution and public form during engagement.

These relationships themselves have distinct characteristics that are either actively negotiated among or indirectly fashioned by those involved. These relational characteristics also shape the engagement outcome.





Pathways

The **pathway** refers to the larger context or environment in which the engagement is taking place. These pathways have distinct affordances, social practices, norms, and expectations that govern behavior in each space.

The people and relationships in an engagement operate within this broader context, and contextual factors further shape an engagement outcome.

Because public engagement outcomes are shaped by each of these dimensions individually and in concert, it is important to name and account for all characteristics relating to each dimension.

People: Public engagement fundamentally begins with people.

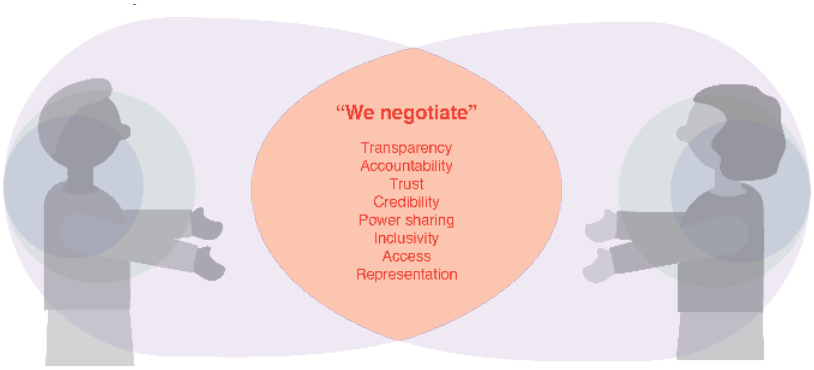
The People dimension includes individuals or groups of individuals from both institutional and public spaces. At a minimum, there are always two people in an engaged relationship: someone from the institution, such as faculty or staff, and someone from the public, such as a community partner, audience member, or policy-maker.

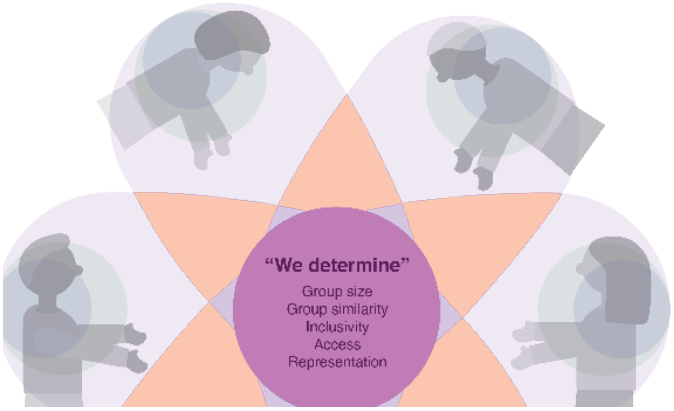


Every person comes to an engaged relationship with different identities, understandings, assets, and liabilities that influence their behaviors and actions in an engaged relationship. The characteristics of identity, understanding, assets, and liabilities are intricately connected with one another and build upon one another, as represented in the framework by the concentric circles that grow around an individual as each category is added.

Relationships: In public engagement, people form relationships with one another.

The Relationships dimension refers to the connections, interactions, collaborations, or partnerships that people from the institution and public form, ranging from 30-second interactions during a museum visit to a decades-long research partnership. The qualities of a relationship such as accountability, trust, and inclusivity are always present in a relationship whether or not they are actively fostered by those involved. At the same time, these qualities will manifest differently according to a relationship's context.





When there are larger groups of people coming together in an engagement, the complexity of the relationship dimension increases. Additional factors such as size and similarity of the group (including who is *not* included in the group) affect the outcomes of public engagement. In addition, inclusivity, access, and representation take on additional meanings with larger groups than in relationships involving smaller numbers of people.

Pathways: The relationships that people form in public engagement occur in different contexts.

The Pathways dimension refers to the various contexts of public engagement, including the different types of who, what, where, when, and why of engagement activities—from engagement with media professionals to community-engaged coursework. Pathways have different norms, goals, approaches, practices, opportunities, pitfalls, and impacts. At the same time, pathways are flexible, and the boundaries that separate them are rather permeable. Often any one specific engagement activity can fit along multiple pathways. Despite their differences, pathways do share many commonalities, and characteristics such as temporality, locality, and formality apply across pathways.

We have identified twelve pathways of public engagement reflecting current practices and professional communities.

Engagement Pathways

Alternative, Informal, and Lifelong Learning



connecting with free-choice learners of all ages in nontraditional educational settings to support exploration and learning

Ex: public speaker series, museums

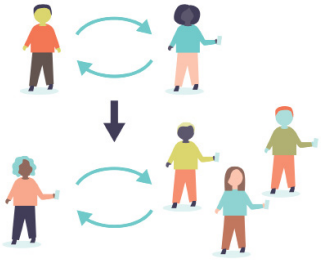
Applied Practice and Professional Consulting



offering professional services, often on a pro-bono basis or in practice-based educational contexts, to address basic needs or complex problems

Ex: community health clinics, consultations for small businesses

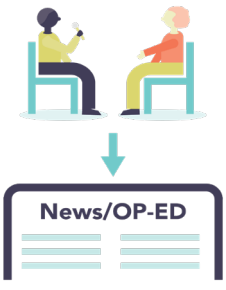
Capacity-Building and Training



providing or receiving training to develop relevant skills or capacities, and/or building resources such as support, funding, or infrastructure

Ex: workshops that prepare people to work together, leadership trainings

Communications and Media Engagement



sharing information related to scholarship or creative practice to enable broader understanding and application of that information

Ex: creating content for public consumption, discussing research on social media, connecting with media

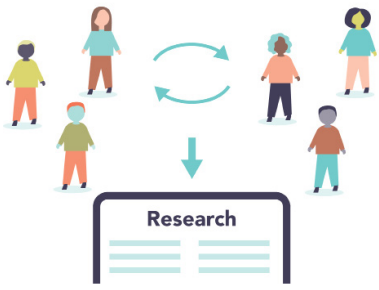
Community-Engaged Learning and/or Service



partnering with communities to address community-identified needs and expand the context of student learning

Ex: community-engaged coursework, student service organizations

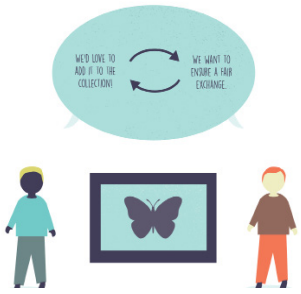
Community-Engaged Research



partnering with communities to advance scholarship and address community-identified issues

Ex: community-based participatory research, oral history projects originating from within a community

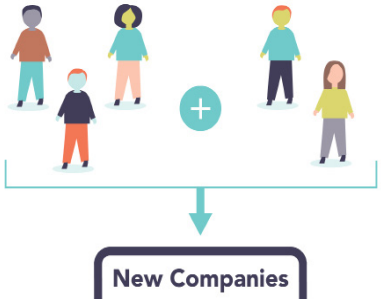
Holdings and Collections



ethically negotiating, aquiring, and sharing assets held by the institution - both tangible and digital - to expand knowledge

Ex: museum collections, botanical gardens collections, libraries

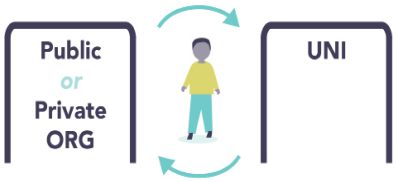
Industry Partnerships, Commercialization, and Entrepreneurship



connecting with industry or private-sector entities to advance product, technology, and/or service innovations

Ex: sharing resources for collaborative research, facilitating career pipelines, commercialization of ideas or technology

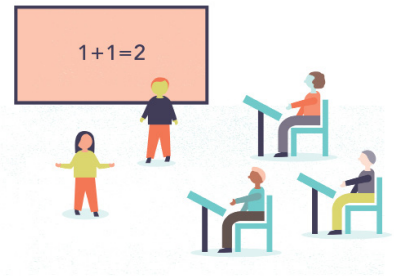
Internships and Residency Programs



embedding individuals temporarily within different spaces to contribute work and ideas in exchange for learning and growth

Ex: artist-in-residence programs, summer externships or work programs

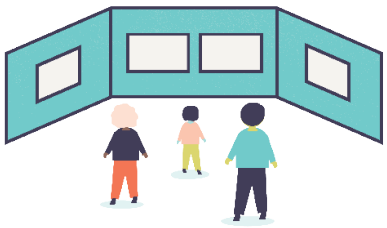
P-14 Education and Educational Outreach



supporting the P-14 educational system to address the educational and developmental needs of younger students

Ex: in-school presentations, partnering with teachers on curriculum development, summer or pipeline programs

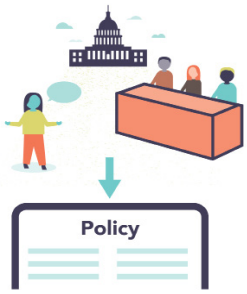
Performance, Exhibition, and Installation



creating public spaces, experiences, creative works, and/or displays to inspire personal meaning-making and understanding

Ex: co-creating artistic works with communities, public concerts or installations

Policy, Advocacy, and Government Relations



engaging with political decision-makers and members of various publics to support informed policy decisions

Ex: meeting with representatives or testifying before Congress, serving on national advisory boards, partnerships with city councils

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Aurbach, E. L., Parakkat, E. K., Sdvizhkov, H., Gentry, D., Taylor, M., Figueroa, D., & Niemer, R.K. (2024). "The PReP Framework for Public Engagement, Version 5.0"

This version includes a title change for the framework and updated language regarding the people and pathways dimensions. The previous version can be found here: https://bit.ly/mpef-4-0

Set the Stage

What? ~ 2 Minutes

Select an engagement activity on which to reflect. Describe this engagement, including its current status or progress and what you hope to achieve.

Who? ~ 2 Minutes

List all the primary people, including yourself, involved in this engagement activity.

Contexts Card Tableau

Take Away

What? ~ 3 Minutes	**So what? ~ 3 Minutes**	**Now what? ~ 3 Minutes**	**Feeling:**
What have you learned about your engagement activity?	Why is this new or revised understanding important?	List 3 action steps that you will take to apply this understanding to your engagement activity.	

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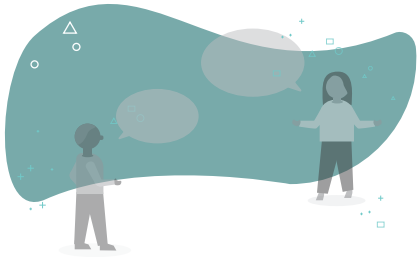
Pathways

Pathways



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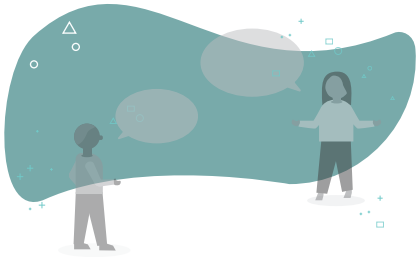

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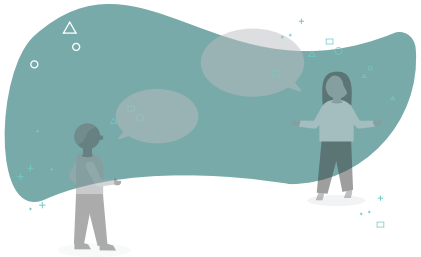

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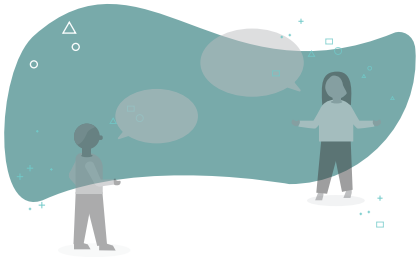

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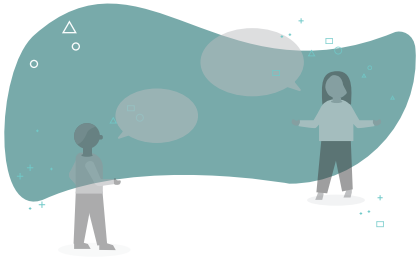

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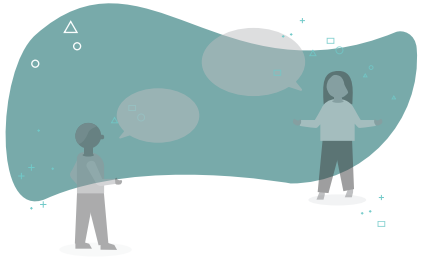

Holdings & Collections

Describe any social norms, expectations, or practices that might apply within this domain.

Communications & Media Engagement

Describe any social norms, expectations, or practices that might apply within this domain.

Alternative, Informal, & Lifelong Learning

Describe any social norms, expectations, or practices that might apply within this domain.

Industry Partnerships, Commercialization, & Entrepreneurship

Describe any social norms, expectations, or practices that might apply within this domain.

Community-Engaged Learning and/or Service

Describe any social norms, expectations, or practices that might apply within this domain.

Applied Practice & Professional Consulting

Describe any social norms, expectations, or practices that might apply within this domain.

Pathways

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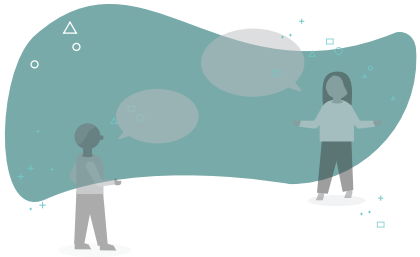

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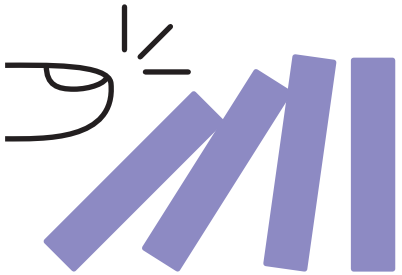

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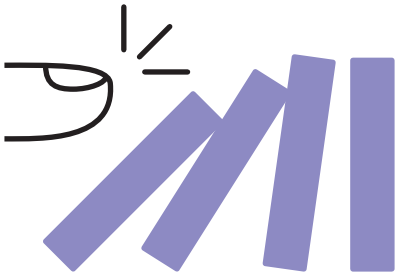

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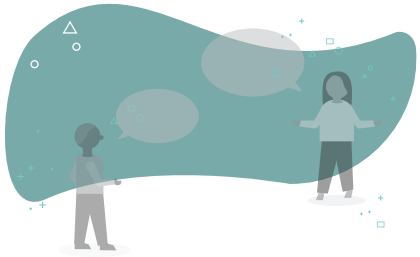

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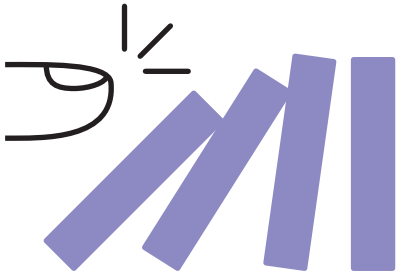

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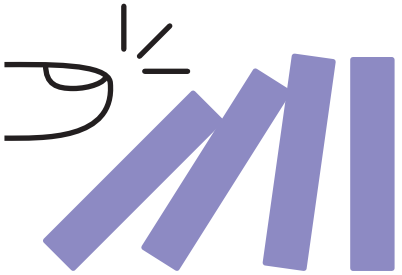

Conceptual Impacts

Describe the change(s) in knowledge or awareness that you hope to have through this engagement activity, including who will be experiencing these conceptual changes.

Instrumental Impacts

Describe the tangible change(s) in policies or practices that you hope to achieve through this engagement activity, including who will be making these changes and where they will be taking place.

P-14 Education & Educational Outreach

Describe any social norms, expectations, or practices that might apply within this domain.

Enduring Connectivity Impacts

Describe the long-term interactions, relationships, or networks that you hope to create or strengthen through this engagement activity, including who will be experiencing these enduring connections.

Capacity-Building Impacts

Describe the skills or resources that you hope to advance through this engagement activity, including who will be developing these capacities.

Performance, Exhibition, & Installation

Describe any social norms, expectations, or practices that might apply within this domain.

Pathways

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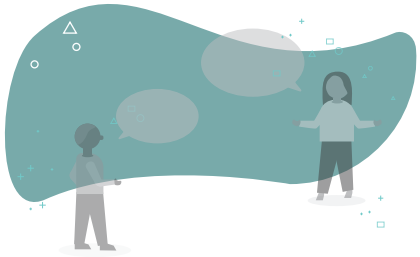

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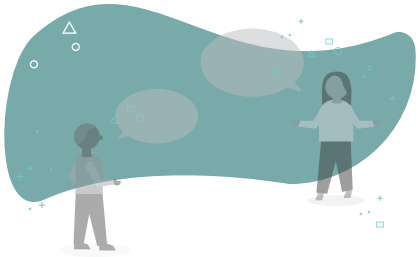

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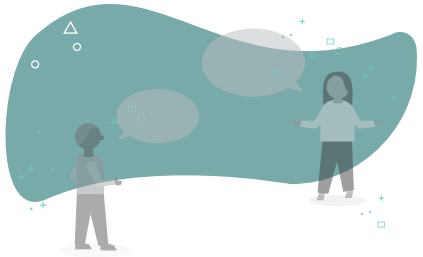

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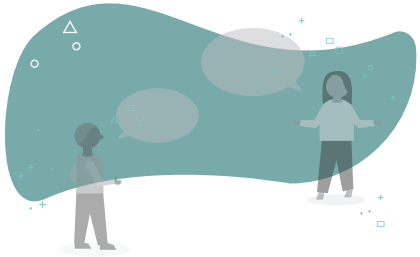

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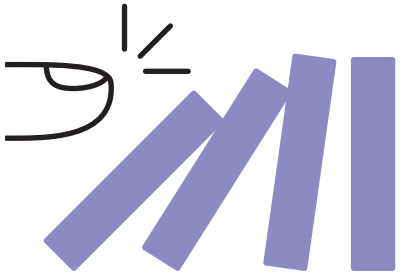

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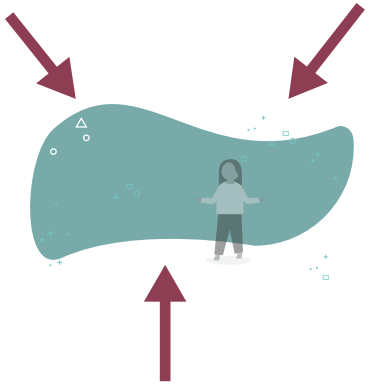

Internships & Residency Programs

Describe any social norms, expectations, or practices that might apply within this domain.

Community-Engaged Research

Describe any social norms, expectations, or practices that might apply within this domain.

Capacity-Building & Training

Describe any social norms, expectations, or practices that might apply within this domain.

Funding

Describe the monetary resources, including amount or source, that are needed for this engagement activity.

Attitudinal Impacts

Describe the change(s) in attitudes that you hope to have through this engagement activity, including who will be experiencing these attitudinal changes.

Policy, Advocacy, & Government Relations

Describe any social norms, expectations, or practices that might apply within this domain.

Pathways

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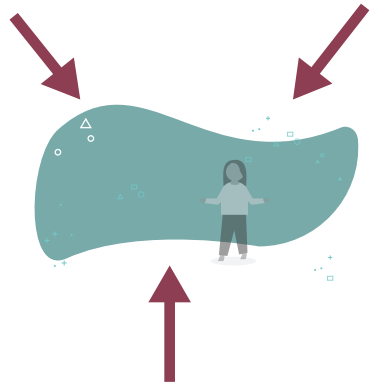

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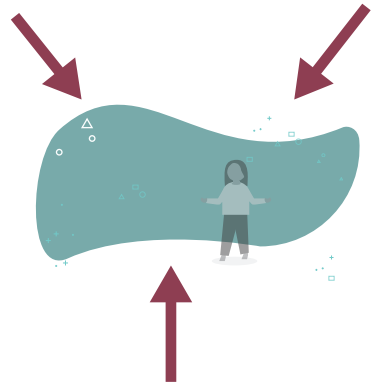

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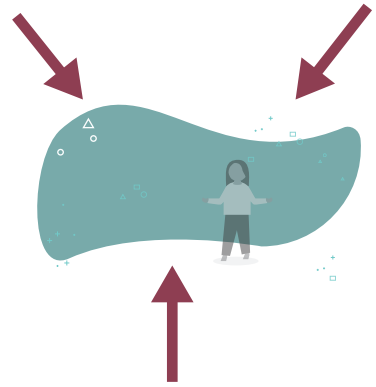

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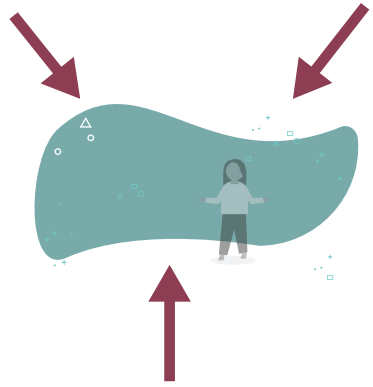

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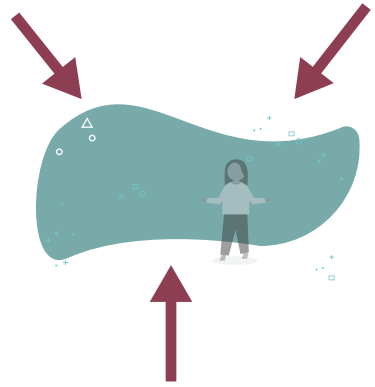

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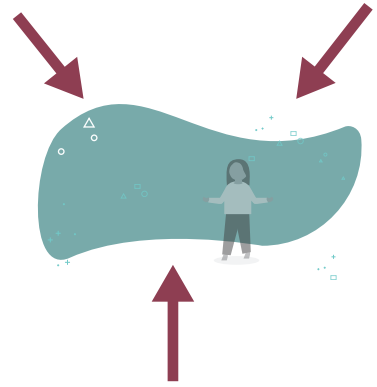

Individuals Involved

Describe the people who are needed for this engagement activity. *(Your response will probably overlap with the Who list you generated in Set the Stage.)*

Organizational Partnerships

Describe any organizational partnerships that are needed for this engagement activity. *(Your response will probably overlap with the Who list you generated in Set the Stage.)*

Space

Describe the physical and/or or digital space(s) or place(s) needed for this engagement activity.

Technology

Describe any relevant technology that is needed for this engagement activity.

Time

Describe the expected duration of this engagement activity.

Supplies

Describe the tangible materials that are needed for this engagement activity.