**California 4-H SET Checklist Matrix**

**Program / Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Components of the 4-H SET Approach** | **Meets** | **Partially Meets** | **Does not meet** | **Comments** |
| **Activities follow the****Experiential Learning Cycle** After the activity, the facilitator leads youth through a period of reflection where the learner shares and processes the experience and applies new learning in authentic situations. |  |  |  |  |
| **Activities promote****Inquiry Learning using Effective Questioning**Through learning experiences, youth are encouraged to think, explore, question, and make decisions. Youth build understanding through active exploration and questioning. |  |  |  |  |
| **Provides opportunities to improve** **Science, Engineering and Technology Abilities**Engages youth in science, engineering and technology through one or more of the thirty most important science, engineering, and technology processes. |  |  |  |  |
| Anchored in a **Positive Youth Development Context** Provides opportunities for youth to develop their 6 C’s: Competence, Confidence, Connections, Character, Caring/Compassion, and Contribution. |  |  |  |  |
| **Facilitated and delivered with****Adult mentors who partner with youth**Learning experiences led by trained, caring adults and teens who create environments in which they work together as active learners. |  |  |  |  |
| Programs offer**Extended Learning Opportunities**Projects offer long-term experiences to significantly increase youth knowledge, skills and attitudes. Experiences are designed for extended frequency and duration that serve to build learning over time. |  |  |  |  |
| **Programs based on** **National Science Education Standards** SET activities delivered through inquiry-based learning focusing on concepts of physical science, life science, earth and space science, science and technology, science in personal and social perspectives, history and nature of science.  |  |  |  |  |

 *Revised January 12, 2011*