**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. |  |  |  |  |

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