NHSaves Education Challenge

Elevate student voice and give students an authentic audience for their work through the NHSaves K-12 student writing challenge. Students respond to topics about energy efficiency and create projects to educate and encourage their community to make sustainable energy choices. Submission format may vary as long as a written component is included with the entry and the project is shareable via local newspapers, on school websites, or other public formats. Winning entries will be selected three times per year, published through various media outlets, and awarded a prize. See the NHEEP website for all details.

Guidelines for entries:

1) Work should be that of students themselves, though teachers or parents can guide the process through questions and suggestions.
2) Submissions may include (but not be limited to) essays, poetry, informational comics, scripts, infographics with explanation, a letter, or the script of a speech. The written portion of each project must be submitted.
3) Submissions may be the work of individuals or groups.
4) Please submit edited, legible work. Adult guidance and suggestions are fine, but the edits should be completed by the students.
5) Submissions should include permission to publish.
6) NHEEP will assess student responses using this writing rubric.

Grade levels: 10-12

Writing Instructions:

1. Read, watch/listen to at least four resources (listed resources, class work, and/or personal research).
2. Choose one prompt. Write in response to the prompt. Length should be about 400-650 words.
3. You must specify your target audience.

4. Be sure to include evidence, analysis (explanation of facts), and synthesis (your own new ideas and conclusions based on facts) from at least 4 sources in your own words and cite at least 4 sources appropriately (in-text citations for direct quotes in MLA or APA format).

Prompts/Questions:

Prompt 1: What more could our state do to decrease the environmental impacts of energy use?

Prompt 2: Describe a new technology or investment strategy that could help a school, business, household, or municipality reduce its electricity use.

Prompt 3: Explore a career that is grounded in energy conservation and/or efficiency and educate others about this career opportunity.

Prompt 4: How can individuals create awareness about energy waste vs. efficiency, and incentivize their peers, families, and communities to conserve energy?

Prompt 5: What is the importance of analyzing and synthesizing information from multiple, credible sources when assessing the costs and benefits of existing and potential energy efficiency initiatives?

Resources:

NHEEP resources: Electricity and the Environment Workshop, Green Energy Careers: Efficiency Workshop, Home Heat Transfer Workshop
https://www.nheep.org/

Standards:

There are multiple ELA standards at this grade level that can apply. Use this link for a pre-selected list, or follow the links below to choose your own.

ELA Common Core Writing Grade 9-10

ELA Common Core Writing Grade 11-12

ELA Common Core Science and Technical Subjects Grade 9-10

ELA Common Core Science and Technical Subjects Grade 11-12

NGSS:

HS-ESS3-2 Evaluate competing design solutions for developing, managing, and using energy and mineral resources based on cost/benefit ratios.

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.