

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: 3-4

Writing Instructions:

1. Read, watch/listen to at least two resources (listed resources and/or class work): one resource from the **efficiency** category and one from the **environmental impacts** category.
2. Write in response to the prompt. Length should be 100-300 words.

3. Be sure to include evidence from at least two sources in your own words.

Suggested Classroom Pacing:

1. Read books and resources aloud and discuss energy use and its impacts.
2. Brainstorm class energy-saving actions to try in the classroom.
3. Try out some ways to reduce electricity use together or individually. Keep records of your actions. Ask students to track their actions and progress reducing energy use.
4. Students journal thoughts on their data and results.
5. Discuss outcomes as a class; use this discussion to guide prompt responses.

Prompt/Question: Explain ways to save energy and how this helps the environment.

Resource Links:

Efficiency

- **Reading:** “Saving Energy At Home” by Alliant Energy Corporation © 2019
https://www.alliantenergykids.com/UsingEnergyWisely/SavingEnergyAtHome?utm_source=WS&utm_campaign=EnergyandTheEnvironment/SavingEnergy/022393
- **Reading:** “How You Can Save Energy” by TVA Kids
<https://www.tvakids.com/electricity/conservation.htm>
- **Reading:** “Be a Power Saver” by NASA Climate Kids © 2019
<https://climatekids.nasa.gov/power-savers/>
- **Reading:** NEED Energy Infobooks © 2018
<https://www.need.org/energyinfobooks>
- **Video:** “How to Save Energy for School Teaching” by The 25SDA © 2013
<https://www.youtube.com/watch?v=ycdke8MTSCl>

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- **Video:** “Different Sources of Energy, Using Energy Responsibly” by Kids Educational Games © 2014
<http://viewpure.com/wMOpMka6PJI?ref=bkmmk>
- **Video:** “Energy Efficiency for Kids” by NHSaves © 2016
<http://www.viewpure.com/mMe2rdg42a0?start=0&end=0>

Environmental Impacts

- **Reading:** “How Does Saving Electricity Help the Environment?” adapted from SaveOnEnergy © 2019
<https://docs.google.com/document/d/1cILX9j2LEfQE3AkjzFX7cVDi7QipivDiTiVq4XXYt7Q/edit#>
- **Reading:** “Energy for Life” by ReadWorks © 2014
<https://www.readworks.org/article/Energy-for-Life/23847089-b0b5-498f-850d-b4410829b465#!articleTab:content/>
- **Reading:** Green Energy by Molly Aloian © 2013 (free for educators on getepic.com)
<https://www.getepic.com/app/read/12388>
- **Reading:** Power for The Planet by Anne Flounders © 2019 (free for educators on getepic.com)
<https://www.getepic.com/app/read/7077>

Additional NHEEP resources: Electricity and the Environment Workshop
<https://www.nheep.org/>

Standards:

[ELA Common Core Writing](#) (referenced standards are for 3rd grade)

[ELA Common Core Language](#) (referenced standards are for 3rd grade)

CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.

CCSS ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NGSS:

[3-5-ETS1-2](#) Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

[4-ESS3-1](#) Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

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