

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: 5-6

Writing Instructions:

1. Read, watch/listen to at least three resources (listed resources, class work, and/or personal research): at least one from the **light** category, and one from the **environmental impact** category.
2. Choose one prompt. Write in response to the prompt. Length should be about 200-400 words.

3. Be sure to include evidence from at least three sources in your own words. Put quotation marks around any words or phrases that are not your own. List your sources (including the link) at the end of your work.

Prompts/Questions:

Prompt 1: What are the differences between older (incandescent) light bulbs and LED bulbs? What are the environmental benefits of replacing old light bulbs with LED light bulbs?

Prompt 2: How can people use less electricity and why would that be beneficial to the environment?

Resource Links:

Light

- **Reading:** “*Light Bulbs*” by NASA Climate Kids (Site last updated May 2, 2019 but this content is not regularly updated.)
<https://climatekids.nasa.gov/light-bulbs/>
- **Reading:** “*How Energy Efficient Light Bulbs Compare with Traditional Incandescents*” by US Dept of Energy
<https://www.energy.gov/energysaver/save-electricity-and-fuel/lighting-choices-save-you-money/how-energy-efficient-light>
- **Video:** “*Energy 101: Light bulbs*” by EnergyNowNews © 2011
<http://viewpure.com/Pk60-D61h34?ref=bkmmk>
- **Video:** “*Battle of the Bulbs: LEDs vs Incandescents*” by NHEEP © 2019
<https://www.youtube.com/watch?v=q0qIT-6Nbx4>

Environmental Impacts of Energy Production

- **Reading:** “*Are we powering our way into a climate crisis?*” Environmental Science Journal for Teens © October 2018
https://sciencejournalforkids.org/wp-content/uploads/2019/09/Future_article.pdf

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- **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>
- **Reading:** NEED Energy Infobooks © 2018
<https://www.need.org/energyinfobooks>
- **Video:** “Energy Conservation for Kids - Appliances” by Horizon Utilities © 2008
<http://www.viewpure.com/Jy09DuZ9QD0?ref=bkmk>
- **Video:** “Saving Energy Around the Home - Energy Efficiency Tips” by Reduction Revolution © 2016
<http://www.viewpure.com/pY6fAYkscTY?ref=bkmk>

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

Standards:

[ELA Common Core Writing](#) (referenced standards are for 6th grade)

[ELA Common Core Language](#) (referenced standards are for 6th grade)

CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NGSS:

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

[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.

[5-ESS3-1](#) Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

[MS-ESS3-3](#) Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

[MS-ESS3-5](#) Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

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