

2012 ENERGY DAY COMPETITION



ELIGIBILITY: FEA Chapters at the High School Level

Contest Purpose

This competition is sponsored by the National Foundation for Energy Education and its The Great American Energy Debate project. In this competition, the FEA chapter will plan and conduct an Energy Day for a local middle or high school. To participate, the chapter members must plan and implement an energy-themed series of lessons and activities for a grade level, selected classes, or the entire school. The chapter can determine what their local Energy Day entails. However, it should:



- Include an energy-focused lesson that presents balanced, scientific information;
- Engage students with hands-on activities, games, or competitions; and
- Involve a variety of people, such as experts in the energy field in the process.

The FEA chapter must create a portfolio of artifacts and reflections about the event and submit it online. The 10 chapters with the highest portfolio scores will be invited to present the portfolio to a panel of judges at the FEA National Conference.

The National Foundation for Energy Education will award the top presentation \$500 and the two runner-up presentations \$250 (each) to purchase energy-related science hardware or resources for their school.

The purpose of the competition is to engage FEA members in science (energy) instruction across the curriculum, to work collaboratively with future educator peers, practicing educators, energy experts, and members of the community, and to garner real-life teaching experience.

This competition requires FEA members to use a variety of skills including planning, teaching, collaborating, problem-solving, and reflecting. It is cross-walked with the following Education and Training Career Cluster Knowledge and Skill Statements: ESS02, ESS03, ESS04, ESS07, EDC02, EDC03, EDC05, EDPA03, EDPB02, EDPC01, EDPC02, EDPC03, and EDPC04.

Eligibility for Entry

- A. This competition is open to good-standing FEA chapters at the high school level. (This is not a competition for individuals.)
- B. Entries are limited to one presentation per good-standing high school chapter.
- C. All entries are competing in one category.
- D. The entry form must be submitted online by 11:59:59 PM (Eastern) on December 19, 2011.
- E. Student presenters must be registered for the FEA National Conference by January 20, 2012, and be present at the conference to participate.
- F. Entrants grant PDK International, the sponsoring organization of FEA, the right to use and publish the submission in print, online, or in any media without compensation.

Competition Guidelines

The chapter must conduct a local Energy Day that includes an energy-focused lesson that presents balanced, scientific information; engages students with hands-on activities, games, or competitions; and involves a variety of people, such as experts in the energy field in the process. The chapter must then complete a well-organized portfolio that includes a reflection paper, as well as supporting artifacts, and submit it online. **There are three components to this competition: the Energy Day, the project portfolio, and the presentation of the portfolio.**

Conducting an Energy Day

- A. The FEA chapter must select a date for a local Energy Day and get permission from school officials to host this program for a specific grade level, selected classes, or the entire school.
- B. Once the FEA chapter has permission from school officials to host a local Energy Day, they must plan the lessons and activities for the day. The chapter may consult any source they choose when developing their local Energy Day. They may follow the materials and activities of The Great American Energy Debate Project or investigate other lesson plan ideas on energy instruction. (Possible resources include: Energy Education & Workforce Development, Free Renewable Energy Lesson Plans, and Energy & Science Lesson Plans.)
- C. When planning the lessons and activities, the chapter should enlist assistance from other teachers at the school and “energy experts” from the community to prepare a day of energy instruction that crosses multiple curricular areas (math, science, language arts, social studies, art, music, physical education, etc). Energy experts may include representatives from the community’s energy company; experts at local businesses and industries, such as HVAC companies or home-improvement departments; science instructors at local colleges/universities; or experts in renewable energy/green energy in the home-building industry.
- D. Once the Energy Day has been outlined and all materials have been developed, the chapter must host the local Energy Day, implementing the planned lessons and activities. FEA students, classroom teachers, and energy experts must all be involved in a portion of the planning and the delivery of instruction and activities.

Creating a Project Portfolio

A. Reflection

Your project portfolio must include a two-page reflection on the day’s events. The reflection must be typed in 12-point font, double-spaced, and written in English. The reflection cannot exceed two pages. The chapter should address the following sections in its reflection.

- Title page
 - Include your school name, your advisor’s name, your school’s address, and the title of your project. (This page does not count as one of your allotted two pages.)
- Brief description of your local Energy Day (This should be no more than two paragraphs.)
 - o Where and when did it take place?
 - o Who participated in the planning and delivery? Who were the attendees?
 - o What kinds of lessons and activities did you have?
- Project Observations
 - o What was learned?
 - o What went well? What could be improved?
 - o What were the FEA students’ reactions to working in a collaborative team of new teachers (FEA students) experienced teachers (classroom teachers and FEA advisor), and content experts (local energy experts)?
 - o What did your chapter learn about leading a project?
 - o What skills did your chapter acquire that you can use in your careers as educators?

B. Artifacts

In addition to your reflection, you must include artifacts in your project portfolio. An artifact is anything that demonstrates or exemplifies the work that you put into your project. All artifacts should clearly and directly relate to the project objectives. Here is a list of sample artifacts that you might include:

- Photographs
- Newspaper clippings (if you invite media to the event)
- Notes
- Lesson plans

- Activity directions or examples
- Completed projects
- Any other document that depicts the day's activities

In this section, you must include the names of the students, teachers, and energy experts (and their job titles) that were involved in the Energy Day event. The artifacts must clearly depict for the judges a cross-curricular day of energy activities.

C. The project portfolio must be submitted online.

Presentation

- The 10 FEA chapters with the highest Energy Day portfolio scores will be invited to deliver a 10-minute presentation about the planning, coordination, and delivery of their Energy Day event at the FEA National Conference.
- Chapters selected to move forward to presentation portion of the competition must select two or three students to present on behalf of the entire chapter. (There should be no less than two and no more than three student presenters.)
- The presentation will last for approximately 10 minutes. Presenters will be given their presentation time at the conference registration desk upon check-in. Presenters must report on time. Failing to report on time will be grounds for disqualification.
- All presenters will be asked similar questions about their Energy Day event. The presentation must include comments about working in a team teaching model. Students should use artifacts from their portfolio to enhance their presentation.
- Students must be professionally dressed, and competition clothing is required. Five points will be deducted from the entrant's score for failure to dress in required FEA clothing.
(For more information, see www.futureeducators.org/store/feaclothing.htm.)

Judging and Scoring

- The judges' decisions are final.
- Scoring is based on the Energy Day Competition rubric.
- All 10 FEA chapters who are invited to present their portfolios will be recognized at the FEA National Conference. The three chapters with the highest presentation scores will be given special recognition. The National Foundation for Energy Education will award the top presentation \$500 and the two runner-up presentations \$250 (each) to purchase energy-related science hardware or resources for their school.

How to Enter

- The entry form and all competition materials (including the portfolio) must be submitted online by 11:59:59 PM (Eastern) on December 19, 2011.
- Print the confirmation page for your records after completing the online submission form.
- The advisors of the chapters who qualify for the presentation phase will be notified by January 13, 2012.
- If the chapter is participating in the presentation phase, it will receive the assigned time for the presentation when the students check in during conference registration.
- Arrive at the presentation area at your chapter's assigned time.



The National Association of Secondary School Principals has placed this program on the NASSP National Advisory List of Student Contests and Activities for 2011-2012.

Contestant's Name _____

Contestant's School _____

(Points awarded may range between zero and maximum number indicated.)

REFLECTION (50 of 100 pts.)

Title Page (5 pts.)

- Did the chapter provide its school name, advisor's name, school address, and the title of its project?

Brief Description of Energy Day (10 pts.)

- Did the chapter include a brief description of Energy Day?
- Did they identify where and when Energy Day took place, who participated, and the types of lessons and activities that were implemented?

Reflection (30 pts.)

- Did the chapter demonstrate thoughtful, meaningful reflection upon the project?
- Did the chapter discuss what they learned about leading a project?
- Did the chapter identify "lessons learned" that will help them as future educators?

Basic Writing Standards (5 pts.)

- Were grammar, spelling, punctuation, and sentence structure correct?

SAMPLE ARTIFACTS (50 of 100 pts.)

- Were sample artifacts included?
If no, disqualify application immediately.
- Did the sample artifacts clearly and directly relate to the project?
- Did the sample artifacts add meaning and clarity to the portfolio?
- Did the chapter provide a variety of artifacts that help illustrate different aspects of the project?

TOTAL POSSIBLE POINTS: 100

PRESENTATION (100 pts.)

(This rubric is used only if the chapter qualifies for the presentation phase.)

The presenters stay on topic and fully answer each question.	20 pts.
The presenters talk about their experience working in a team teaching model.	20 pts.
The presenters clearly describe their local Energy Day.	20 pts.
The presenters provides specific, logical examples that help the judges visualize the local Energy Day.	10 pts.
The presenters are confident, sincere, and enthusiastic.	10 pts.
The presenters use correct grammar and pronunciation.	10 pts.
The presenters' voices are easy to hear and demonstrate a variety of tones as appropriate.	5 pts.
The presenters use appropriate gestures and body language, including eye contact.	5 pts.

Competition clothing is required. Deduct five (5) points for failure to adhere to competition guidelines.

TOTAL POSSIBLE POINTS: 100