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# LIGHTING THE WAY WITH WIND AND SOLAR: PATHWAYS TO A SUSTAINABLE ENERGY FUTURE

**A 2-Day Workshop for Grades 4-8 Educators**  
**Friday and Saturday, March 17th and 18th, 2017**

- **Learn** about content related to energy, waves and systems technology
- **Explore** STEM resources in your community
- **Discover** how to adapt your current curriculum to meet the revised MA Science and Technology/Engineering Standards
- **Gain** new ideas to bring back to your classroom



## LIGHTING THE WAY WITH WIND AND SOLAR: PATHWAYS TO A SUSTAINABLE ENERGY FUTURE

**Date:** Friday and Saturday, March 17th and 18th, 2017  
(8:30 am – 3:30 pm)

**Location:** South Shore Natural Science Center, Norwell, MA

**Fee:** \$125 (includes lunch both days)

**Partners:** Museum Institute for Teaching Science, Lloyd Center for the Environment, South Shore Natural Science Center  
13 PDPs are available for this workshop.

Grab your sunglasses and hold onto your hat as we dive into inquiry-based activities to explore concepts related to sunlight and energy, experiment with solar and wind technologies, and design devices and systems for a renewable energy future. Experience “hands-on, minds-on” learning for yourself, and bring back ideas that will help you meet the revised MA Science and Technology/Engineering Standards. Discover how solar panels and circuitry work, and how wind power generates electricity. Utilize the engineering practices as you create electric circuits that can power buzzers, bells, lights, motors and a water pump. Put your creativity and know-how to use to design a model solar powered house, and work with a team to build an infrastructure to power a village for the future. Find out more about where energy and sustainable solutions fall within the revised 2016 STE Standards. Learn how to integrate science and engineering practices with content related to energy, waves, and systems technology. Gain an understanding of the power of inquiry-based learning, and come away energized!



**For more information and to register, visit <http://www.mits.org>.**