



CPS Energy Environmental Awareness



Girl Scout Cadettes

Girl Scouts of Southwest Texas
811 North Coker Loop
San Antonio, Texas 78216
(210) 349- 2404 or 1-800-580-7247
www.girlscouts-swtx.org

To learn more about CPS and their mission, visit:
www.cpsenergy.com



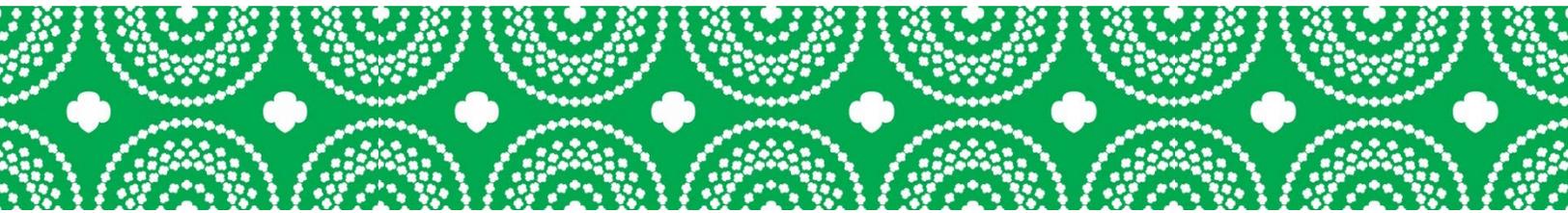


About

[CPS Energy](#) is the nation's largest municipally owned energy utility providing both natural gas and electric service. Acquired by the City of San Antonio in 1942, today we serve more than 771,000 electric customers and 336,000 natural gas customers in and around the seventh-largest city in the nation. We serve customers in a 1,515 square mile service area that includes Bexar County and portions of Atascosa, Bandera, Comal, Guadalupe, Kendall, Medina, and Wilson counties.

We're proud of the fact that our customers' combined (electricity and natural gas) energy bills rank among the lowest of the nation's 20 largest cities. Thanks to a diverse mix of fuels, our electricity is not only affordable, it's reliable. Today, natural gas comprises 42 percent of our generation capacity, followed by nuclear energy at nearly 25 percent. Energy efficiency programs, solar and landfill-generated methane gas, account for the remaining 3 percent. Renewable energy, including wind, solar and landfill-generated methane gas, account for almost 11 percent, while natural gas and purchased power comprise the remaining 23 percent. Our [Save for Tomorrow Energy Plan \(STEP\)](#) looks to reduce our community's demand for electricity by 771 megawatts – the output of a large power plant – by 2020. To achieve this ambitious goal, [CPS Energy](#) has committed millions of dollars to energy efficiency rebates and programs for our customers. Today, as part of San Antonio's New Energy Economy, we're also investing in innovative technologies that will protect our environment, help our customers use energy more wisely, and leverage valuable economic development opportunities for our community's future.

We're not just the local power company. We are an integral part of this community. Our revenues support vital public services in Greater San Antonio. The environment remains a high priority despite our community's growing demand for power. And our 3,000 employees are committed to doing their part to support local charities with 14,000 volunteer hours and a record-setting \$1 million pledge to United Way. At [CPS Energy](#), we are proud of who we are and our spirit of giving.





Girl Scouts of Southwest Texas & CPS Energy
are proud to bring to you the...
CPS Energy's Environmental Awareness Initiative



For today's girls, reversing environmental threats and improving quality of life will be the work of their generation. [CPS Energy's Environmental Awareness Initiative](#) combines environmental education and community action on a regional scale.

Through environmental awareness programs, girls focus on the care and conservation of our planet. They play an important role in ensuring the well-being of our Earth for future generations. Girls discover the connection between their everyday actions and the long-term effects, and how to make those effects positive.

Girl Scouts who complete the CPS Energy Environmental Awareness Initiative can work on a variety of projects, everything from learning about butterfly gardens to learning about local and global conservation efforts.

Girl Scouts of Southwest Texas and CPS Energy are proud to announce the CPS Energy Environmental Awareness Partnership. Through this partnership, girls have the ability to earn a patch on this important initiative through an introduction into key topics while offering suggestions on how to carry the work on in their own community.



Steps to Earn the CPS Energy's Environmental Awareness Patch

Girl Scouts is the premier girl leadership development program—girls have fun with a purpose! All activities are girl-led and girls should decide what activities to complete when earning a Business Patch Initiative (BPI) patch. In the spirit of Girl Scouting, girls may choose to participate in activities that are not listed in the booklets and/or supplements. If girls complete the minimum required number of activities based on the theme of the BPI, they have earned the BPI patch. For more information, contact Larissa Deremiah at lderemiah@girlscouts-swtx.org.

Step One:

1. Read through the Activities
2. Think about what you would like to do
3. Choose 3 out of the 4 Units
4. Complete the activity in this booklet **PLUS ONE** activity from the “Additional Activities” from the 3 Units you chose (for a total of six activities).
Activities website: www.watt-watchers.com/student-activities

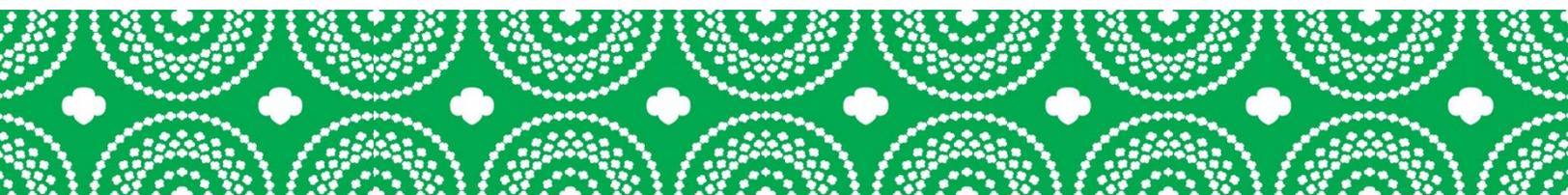
Step Two:

1. Complete the [Business Patch Initiative \(BPI\) Evaluation](#)
2. For more information, contact:
Girl Scouts of Southwest Texas
ATTENTION: Program
Phone: (210) 319- 5775
Toll Free: 1-800-580-7247
Fax: (210) 349- 2666
lderemiah@girlscouts-swtx.org



Step Three:

1. Receive your CPS Energy's Environmental Awareness Patch!



The Girl Scout Leadership Experience

Girls at every level of Girl Scouting participate in the “*leadership experience*.” A *leadership experience* is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership:

Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect

Girls care about, inspire, and team with others locally and globally.

Take Action

Girls act to make the world a better place.

It’s not just “what” girls do, but “how.” When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (*Girl-Led, Cooperative Learning, and Learning by Doing*) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with the girls.

Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

Learn by Doing

A “hands-on” learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission:

Building girls of courage, confidence and character, who make the world a better place.

This page intentionally left blank.

Table of Contents

| UNIT | ACTIVITY | PAGE |
|------------------|---------------------------|------|
| Electricity | Who's Who in Electricity? | 9 |
| | Additional activities | 12 |
| Water | Dams | 15 |
| | Additional Activities | 16 |
| Materials | Junk Art | 18 |
| | Additional Activities | 20 |
| Food | What's in my lunch? | 22 |
| | Additional Activities | 24 |
| More Information | | 26 |

Electricity

Who's Who in Electricity

Grade Levels: 3, 4, 5, 6, 7, 8

Theme: Electricity

Activity Overview: Students will connect the contributions of scientists in the field of electricity to the concept learned.

Time: 30-45 minutes

Introduction

Students know about the contributions of Thomas Edison and Benjamin Franklin to the study of electricity. What about the contributions of Louis Howard Latimer? Students use watt, volt, and amp when studying electricity, but do not know about the contributions of James Watt, Alessandro Volta and André-Marie Ampere. This lesson will allow your students to do some further research into the people that contributed to the field of electricity.

Setting the Stage:

Show the students a picture of Benjamin Franklin and ask the students who it is and what his contribution to science is. Do this again with Thomas Edison. Then continue with some of the more obscure people on the list. When the students cannot tell you who it is, or what he/she contributed, do not tell them the answer. Tell them, "That is what we are going to find out today."

Materials:

- Biographies of scientists who have had a contribution in the field of electricity
 - Books
 - Computers
 - Encyclopedias
 - Photos
- Sheet of computer paper (1 per student)
- String or twine
- Clothes pins
- Index cards

Activity Part 1 – Who's Who Research

Instructions:

Research the people that were instrumental in discovering and refining electricity using books, websites, and encyclopedias. If you are unable to use a computer lab or a library for your research, print the biographies and extra pictures for your students prior to meeting. Find out the who, what, when and where of some of the scientists listed below:



- André-Marie Ampere
- Amadeo Avogadro
- Niels Bohr
- Charles de Coulomb
- Thomas Edison
- Michael Faraday
- Benjamin Franklin
- William Gilbert
- Joseph Henry
- Heinrich Hertz
- James Joule
- Louis Howard Latimer
- James Clerk Maxwell
- Samuel Finley Morse
- Leopold Nobili
- Hans Christian Oersted
- Georg Ohm
- Charles Parson
- Gaston Plante'
- Joseph Priestly
- Charles Steinmetz
- Sir Joseph Wilson Swan
- Nikola Tesla
- Joseph Johnson Thomas
- Robert Van De Graff
- Alessandro Volta
- James Watt

Some of the information you may want to find in their research may include: date of birth, place of birth, date of death, cause of death, education, obstacles in receiving an education, economic background, physical or learning abilities, prejudice or persecution due to gender, religion, race, or philosophical beliefs, major contributions, awards won, other interesting facts or stories.

Activity Part 2- Who's Who Foldable

Instructions

1. Hold a sheet of computer paper horizontally (landscape).
2. Fold both of the sides in so they meet in the center (shutter fold).
3. Crease these folds.
4. Fold the top half down to the bottom, crease the fold, then unfold.
5. Cut crease in the center of the right and left flaps to the vertical crease.
6. You now have a 5 ½ by 8 ½ inch sheet of paper with four flaps.
7. Label the flaps *Who*, *What*, *When* and *Where*.
8. Find or draw pictures to place on the front of these flaps.
9. Write the information about the scientists under the appropriate flap.

Activity Part 3- Who's Who Timeline

Instructions:

1. Using your resources, hang the twine across the room.

2. Above the twine label & place the index cards with the earliest birthdate of one of the scientists to the most present on the wall.
3. Using the clothes pins, hang the foldables along the line connecting it to the approximate date of their scientist.
4. Have each student share the name and major contribution of their scientist.

Discussion:

After all students have placed their projects on the timeline, ask the students if they see any patterns. Do they notice the clustering in one small timeframe of many of these discoveries? Why is that so?

Many of these scientists have had something named after them (volt, watt, amp). What would the students want named after them and what would it be called?

Extension Activities

Using a world map, have the students place a pin in the country of origin of each scientist. Notice the clustering. Have the students discuss why that clustering may have occurred. What is going on in the world at the time? Are other discoveries occurring in other areas of the world?

Adapted from: *Dinah Zike's Big Book of Projects*

TEKS

SCI.3.3C, SCI.4.3C, SCI.5.3C, SCI.5.3C, SCI.6.3D, SCI.7.3D, SCI.8.3D

RE.6.5A, RE.7.5A, RE.8.5A

SS.3.17C, SS.4.21B, SS.5.24B, SS.3.17E, SS.4.21C, SS.5.24C, SS.4.20B, SS.3.16A, SS.4.20A, SS.5.23A, SS.5.23B, SS.4.20B, SS.5.23C, SS.6.20A, SS.7.20C, SS.8.27B, SS.6.21C, SS.7.21C, SS.8.29C

ELA.3.13A, ELA.4.11A, ELA.5.11A, ELA.3.13B, ELA.4.11B, ELA.5.11B, ELA.5.11E, ELA.6.10A, ELA.7.10A, ELA.8.10A, ELA.6.10B, ELA.7.10B, ELA.8.10B

Additional activities

www.watt-watchers.com/category/electricity

Instructions:

Choose and complete one activity from the list below:

How Much Energy Do You Use?

Grade Level: 3, 4, 5, 6

Theme: Electricity, Cooling & Heating

Pay Me Game

Grade Level: 3, 4, 5, 6

Theme: Electricity

Home Energy Survey

Grade Level: 3, 4, 5, 6

Theme: Electricity, Cooling & Heating

Energy Trip Ticket

Grade Level: 2, 3, 4, 5, 6, 7, 8

Theme: Electricity

Utility Bill Organizer

Grade Level: 3, 4, 5, 6, 7, 8

Theme: Electricity, Water, Cooling & Heating, Transportation

Meter Reading

Grade Level: 3, 4, 5, 6, 7, 8

Theme: Electricity, Water

Energy Conservation vs. Energy Efficiency: What's the Difference?

Grade Level: 5, 6, 7, 8

Theme: Electricity, Water, Food, Materials, Cooling & Heating, Transportation

Where are the Shale Plays?

Grade Level: 6

Theme: Electricity, Materials

Finding Biomass Resources

Grade Level: 6

Theme: Electricity, Materials

How Hot is it Underground?

Grade Level: 6

Theme: Electricity, Cooling & Heating

Where Does the Sun Shine?

Grade Level: 6

Theme: Electricity, Cooling & Heating

Where Does the Wind Blow?

Grade Level: 6

Theme: Electricity

Mining for Coal

Grade Level: 6

Theme: Electricity

Energy Resources:

Primary vs. Secondary

Grade Level: 6

Theme: Electricity

Energy Resources: Solar Energy

Grade Level: 6

Theme: Electricity

Energy Resources:

Geothermal Energy

Grade Level: 6

Theme: Electricity

Energy Resources: Hydropower

Grade Level: 6

Theme: [Electricity](#)

Energy Resources: Wind

Grade Level: 6

Theme: [Electricity](#)

Energy Resources: Biomass

Grade Level: 6

Theme: [Electricity](#)

Energy Resources: Nuclear

Grade Level: 6

Theme: [Electricity](#)

Energy Resources: Natural Gas

Grade Level: 6

Theme: [Electricity](#)

Energy Resources: Coal

Grade Level: 6

Theme: [Electricity](#)

Investigate: Energy in Texas

Grade Level: 7

Theme: [Electricity](#), [Materials](#), [Cooling & Heating](#)

Early Oil in Texas

Grade Level: 7

Theme: [Electricity](#), [Materials](#), [Cooling & Heating](#)

Energy Technologies:

Change Over Time

Grade Level: 6, 7, 8

Theme: [Electricity](#)

Searching for the Sun

Grade Level: 8

Theme: [Electricity](#)

Water

Dams

Grade Level: 6, 7

Theme: Water

Activity Overview: Texas has many dams, which create many reservoirs for sources of drinking water and water for irrigation. Students can work individually or in groups to research one of the many dams in Texas. Students should use a variety of relevant print and digital resources to investigate their assigned dam. The investigation should include a brief history, including reason for construction, current status of the structure, and how the dam changed the surface water in the region. To expand this activity, students could deliver a short presentation to the class, incorporating visual elements.

Time: 30-45 minutes

Identify a Dam: Student identifies a dam within or at the border of the state of Texas.

Do Background Research: Student identifies a succinct list of reputable sources that document the background and current status of their selected dam and produces a well composed summary of the sector with few to zero errors in grammar, spelling, or citations.

Create a Visual: Student creates at least one thematic map, graph, chart, model, or reproduces an image of the dam that helps explain at least one point the student is trying to explain in the investigation.

Cite Sources: Students should identify a range of appropriate primary and secondary sources to answer their research question. Sources should be referenced appropriately in their analysis and cited according to a prescribed citation style.

Resources:

Chapter 12: Hydroelectric Energy from [Energy 101: Energy Technology & Policy](#) provides an introduction to the physics and history of hydropower. Access to [Energy 101](#) for Texas students and teachers is provided for free by the State Energy Conservation Office as part of the Watt Watchers of Texas program.

Students should identify additional print and digital resources and evaluate them for relevance, validity, and reliability.

TEKS

SS.6.7C, SCI.7.8C, ELA.6.22B, ELA.6.23A, ELA.6.23C, ELA.6.24B, ELA.7.22B, ELA.7.23A, ELA.7.23C, ELA.7.24B, ELA.6.17A.i, ELA.6.17A.iv, ELA.6.17A.ii, ELA.6.17A.iii, ELA.7.17A.i, ELA.7.17A.v, ELA.7.17A.ii, ELA.7.17A.iii, ELA.7.17A.iv

Additional activities

<http://www.watt-watchers.com/category/water>

Instructions:

Choose and complete one activity from the list below:

Utility Bill Organizer

Grade Level: 3, 4, 5, 6, 7, 8

Theme: Electricity, Water, Cooling & Heating, Transportation

Meter Reading

Grade Level: 3, 4, 5, 6, 7, 8

Theme: Electricity, Water

Energy Conservation vs. Energy Efficiency: What's the Difference?

Grade Level: 5, 6, 7, 8

Theme: Electricity, Water, Food, Materials, Cooling & Heating, Transportation

Locating Water Resources

Grade Level: 6

Theme: Water

How Much Water Do You Use?

Grade Level: 6, 7

Theme: Water

Transporting Bottled Water

Grade Level: 6, 7, 8

Theme: Water, Transportation

Materials

Junk Art

Grade Level: K, 1, 2, 3, 4, 5, 6, 7, 8

Theme: Materials

Activity Overview: This activity focuses on the “reuse” theme of reduce-reuse-recycle. Students collect waste materials (paper, bottles, cans, cardboard tubes, fabric, etc) and find other uses for them either practically, for a school project, or as art objects. Cutting utensils or sharp objects may not be suitable for younger students, but otherwise this is an activity for students of all ages.

Activity 1: Recycled Puppets

Materials:

- empty salt boxes
- serrated knife
- colored markers
- fabric scissors (old)
- fabric (clothing, sheets, curtains)
- stapler
- ribbons or lace scraps

Procedure:

1. Cut the tops off the saltboxes for students.
2. Draw faces on the tops.
3. Cut the fabric into 8”x8” pieces.
4. Staple the cloth around the rim of the box top.
5. Staple the open seam together.
6. Staple ribbon or lace around the cloth edges. To make the puppet talk, move the spout back and forth.
- 7.

Reuse puppets in a play or use as an environmental message.

Activity taken from Integrated Thematic Units, Copyright © 1992 Scholastic, Inc. TES course 1994

Activity 2: Diorama

Materials:

- steel and aluminum cans
- paper and newspaper
- rags and old clothes
- well-loved or out-of-use school supplies
- cardboard boxes
- crates
- shoeboxes

Procedure:

Students work individually or in groups to decide a scene from a book either read in class or at home to illustrate.

Using the shoebox as a “stage,” recreate the scene or setting *reusing* as many materials as necessary to tell the story. Pencils too short to write can become a fence, and small cardboard boxes can serve as buildings in the setting. Creativity counts, and the more materials used again rather than on first use, the better.

Extension:

Students can create an original scene or setting and then write a story to accompany it. Encourage students to employ a conservationist or environmental theme when composing their original works of literature.

TEKS

SCI.K.1A, SCI.1.1A, SCI.2.1A, SCI.3.1A, SCI.4.1A, SCI.5.1A, SCI.6.1A, SCI.7.1A, SCI.8.1A
SCI.K.1B, SCI.1.1B, SCI.2.1B, SCI.3.1B, SCI.4.1B, SCI.5.1B, SCI.6.1B, SCI.7.1B, SCI.8.1B
SCI.K.2A, SCI.1.2A, SCI.2.2A, SCI.3.2A, SCI.4.2A, SCI.5.2A, SCI.6.2A, SCI.7.2A, SCI.8.2A
ELA.K.14A, ELA.1.18A, ELA.2.18A, ELA.3.18A, ELA.4.16A, ELA.5.16A, ELA.6.15A, ELA.7.15A, ELA.8.15
ELA.K.6A
ART.1.2A, ART.2.2A, ART.3.2A, ART.4.2A, ART.5.2A, ART.1.2B, ART.2.2B, ART.3.2B, ART.4.2B,
ART.5.2B, MS1.2A, MS2.2A, MS3.2A, MS1.2B, MS2.2B, MS3.2B, MS1.2C, MS2.2C, MS3.2C

Additional activities

<http://www.watt-watchers.com/category/materials>

Instructions:

Choose and complete one activity from the list below:

Recycle Signage

Grade Level: K, 1, 2, 3, 4, 5, 6, 7, 8

Theme: Materials

Garbage, Waste, and Trash

Grade Level: K, 1, 2, 3, 4, 5, 6, 7, 8

Theme: Materials

How Many Years to Disappear?

Grade Level: K, 1, 2, 3, 4, 5, 6, 7, 8

Theme: Materials.

Recycling and Reusing Plastic

Grade Level: K, 1, 2, 3, 4, 5, 6, 7, 8

Theme: Materials

What's in My Lunch?

Grade Level: K, 1, 2, 3, 4, 5, 6, 7, 8

Theme: Materials, Food

Where are the Shale Plays?

Grade Level: 6

Theme: Electricity, Materials

Finding Biomass Resources

Grade Level: 6

Theme: Electricity, Materials

Investigating Energy in Texas

Grade Level: 7

Theme: Electricity, Materials, Cooling & Heating

Early Oil in Texas

Grade Level: 7

Theme: Electricity, Materials, Cooling & Heating

Food Container Waste

Grade Level: 7, 8

Theme: Food, Materials

Energy Conservation vs. Energy Efficiency: What's the Difference?

Grade Level: 5, 6, 7, 8

Theme: Electricity, Water, Food, Materials, Cooling & Heating, Transportation

Food



What's in My Lunch?

Grade Level: K, 1, 2, 3, 4, 5, 6, 7, 8

Theme: Food, Materials

Activity Overview: Students will explore what generates lunch trash and examine ways how they can help to generate less.

Time: 30 minutes

Introduction

What's in My Lunch?

Some students bring their lunch to school for lots of reasons- they dislike school food or may have a special diet.

Ask the students, "Who brings lunch to school?" Parents often have the greatest of intentions when making or purchasing the food that goes into your lunches. Yes, large containers of applesauce are cheaper and better for the environment because they have less packaging, but single serving cups are super easy.

Setting the Stage

Show the students a reusable lunch box and a paper sack.

- Ask them for a show of hands on how many use each one.
- Ask them which they think is better for the environment.
- Ask them to give some examples of what might be inside each lunch kit.
- Ask them if there is anything left when they are finished eating (packaging, for example) and if it can be reused or recycled.

Materials

- A lunch box with:
 - Thermos for drink
 - a piece of whole plastic fruit (e.g. apple, pear or orange)
 - a picture of a sandwich in a reusable container
 - potato chips and plastic carrots in reusable plastic containers
 - a picture of applesauce in a reusable plastic container
 - napkin
 - metal spoon
- A lunch in a paper bag with:
 - juice box
 - plastic, sliced fruit in a sandwich bag (e.g. apple, pear, or orange).
 - a picture of a sandwich wrapped in plastic wrap
 - bag of chips
 - plastic carrots in a sandwich bag
 - Applesauce cup
 - Napkin

- plastic spoon

Instructions

1. Work in groups of five.
2. Ask each group to think about the contents of each lunch. Think about the packaging, edible items and non- edible items.
3. Talk within the small group and estimate the amount of trash that will be generated by each lunch after eating the edible portions.

What is recyclable, reusable, or compostable waste from each lunch?

1. Ask each group to stand in a single file line and to face you.
2. Ask the first person from each line to identify one item from the lunch box that is recyclable. The first person should go to the end of the line after their turn.
3. Repeat until all items have been identified.
4. Then, repeat the same exercise for reusable and compostable waste for the lunch box.
5. As a large group, talk about the contents of the lunch bag. What was recyclable? Reusable? Compostable?

Questions to Ask

1. Which lunch produced the least amount of trash?
2. Why did one lunch produce more trash than the other?
3. Why would students not bring the “less trash- producing” lunches to school?
4. How might you alter your lunch so that it produces less trash?

Extension Activities

As a family, talk about how you can work to cut back on the waste in your lunches. Write your ideas as a family by creating a poster that explains your campaign and gives parents examples of a “trash- less” lunch.

Adapted from: Waste Not, Want Not from the Los Angeles Educational Partnership

TEKS

SCI.K.1A, SCI.1.1A, SCI.2.1A, SCI.3.1A, SCI.4.1A, SCI.5.1A, SCI.6.1A, SCI.7.1A, SCI.8.1A
SCI.K.1B, SCI.1.1B, SCI.2.1B, SCI.3.1B, SCI.4.1B, SCI.5.1B, SCI.6.1B, SCI.7.1B, SCI.8.1B
SCI.K.2A, SCI.1.2A, SCI.2.2A, SCI.3.2A, SCI.4.2A, SCI.5.2A, SCI.6.2A, SCI.7.2A, SCI.8.2A
SS.K.15A, SS.1.18A, SS.2.19A, SS.3.18A, SS.4.22C, SS.5.25C, SS.6.22C
SS.K.15B, SS.1.18B, SS.2.19B, SS.3.18B, SS.4.22D, SS.5.25D, SS.6.22D, SS.7.22D, SS.8.30D



Additional activities

<http://www.watt-watchers.com/category/food>

Instructions:

Choose and complete one activity from the list below:

Texas Food Deserts

Grade Level: 6, 7, 8

Theme: Food

Food Container Waste

Grade Level: 7, 8

Theme: Food, Materials

Energy Conservation vs. Energy Efficiency: What's the Difference?

Grade Level: 5, 6, 7, 8

Theme: Electricity, Water, Food, Materials, Cooling & Heating, Transportation

YOU DID IT!



CONGRATULATIONS



For More Information

Most of us don't think much about electricity or natural gas in our daily lives. We flip a light switch or turn a gas knob, and the energy we need is there. For almost 70 years, CPS Energy has provided reliable, affordable energy for our community. And our energy bills remain among the lowest in the nation, even as our community continues to grow.

How do we continue to be among the best, even in light of a national recession, fluctuating fuel prices, and expected taxes and regulations on emissions from fossil-fueled power plants?

We believe the answer lies in the [Strategic Energy Plan](#), our roadmap for supplying the power Greater San Antonio needs for a bright, sustainable energy future. It focuses on four key objectives: increasing our energy efficiency and conservation efforts; expanding renewable-energy resources; providing cost-competitive electricity; and maintaining our strong commitment to the environment. Furthermore, our Vision 2020 plan summarizes our key accomplishments and addresses the challenges we have as we transition from a company focused on low-cost power from traditional generation sources to a company that provides affordable, reliable power based on a variety of sustainable sources.

If you would like to learn more, please visit us [online](#), or take advantage of the opportunities we offer for you or your organization to learn more about our energy future.



[CPS Energy](#) offers free, informative presentations to local civic groups, neighborhood associations, businesses and other organizations. One of our employees will be happy to discuss our Strategic Energy Plan, energy efficiency initiatives, environmental programs, energy safety or other topics of interest.

Generally, our presentations last from 15-20 minutes, but can be modified to fit your schedule. We need at least two weeks advance notice of your meeting to schedule a team member to speak with your group.

If your organization would like to add one of our [Speakers Team](#) presentations to the agenda of your next meeting, please fill out the speaker request form. Please be sure to provide detailed information so we can assist you as quickly and efficiently as possible. If you have any other questions, please **call** (210) 227-TALK (8255) or **email** talk@cpsenergy.com.



End of Booklet

Girl Scouts of Southwest Texas
811 North Coker Loop
San Antonio, Texas 78216
(210) 349- 2404 or 1-800-580-7247
www.girlscouts-swtx.org

To learn more about CPS and their
mission, visit:
www.cpsenergy.com

