



Conservation Strategies

Middle School Food and Agricultural Literacy Curriculum

Precepts

- F. Continuous Improvement
- F3. Use innovative problem solving strategies

National Standards

- ESS.04.02.06.a. Explain the importance of recycling.
- NRS.01.01.01.c. Research and debate one or more current issues related to the conservation or preservation of natural resources.
- CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.
- NL-ENG.K-12.4 – Communication Skills
- NSS-C.5-8.5 – Roles of the Citizen

Student Learning Objectives

- As a result of this **unit** the students will...
- Identify best practices to be utilized in Natural Resources Stewardship.
- As a result of this **lesson** the students will ...
- Identify five conservation techniques/strategies.

Content Outline

Objective 1. Identify five **conservation** techniques/strategies.

I. **Conservation techniques/strategies**

- A. What does **conservation** mean?
 - 1. **Conservation:** the careful utilization of a natural resource in order to prevent depletion
- B. Examples of natural resources that can be conserved
 - 1. Water
 - a. Plant things that don't require a lot of water
 - b. Install a water-saving shower head
 - c. Never put water down the drain when there may be another use for it such as watering a plant or garden, or cleaning

Time

Instruction time for this lesson: 45 minutes.

Resources

20 Things You Can Do To Conserve Energy. (2009). 20 Things you can do to conserve energy. — Retrieved August 13, 2009 from EcoMall Web site: <http://www.ecomall.com/greenshopping/20things.htm>. — 101 Ways To Conserve Resources. (2009). 101 Ways to conserve resources. Retrieved August — 13, 2009, from MyLot Web site: <http://www.mylot.com/w/discussions/413927.aspx>. — Dictionary.com. (2009). Conservation. Retrieved August 13, 2009, from Dictionary.com Web site: <http://dictionary.reference.com/browse/conservation>. — How To Conserve Natural Resources. (2009). How to conserve natural resources. Retrieved — August 13, 2009, from How To Do Just About Anything Web site: — http://www.ehow.com/how/2163917_conserve-natural-resources.html. — How To Conserve Soil. (2009). How to conserve soil. Retrieved August 13, 2009 from How To — Do Just About Anything Web site: http://www.ehow.com/how/2163916_conserve-soil.html. — National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success. — National FFA Organization. (2009). LifeKnowledge Online. Retrieved August 13, 2009, from <http://agedlearning.org>. — Save Water 49 Ways. (2009). Save water 49 ways. Retrieved August 13, 2009, from American — Water and Energy Savers Web site: <http://www.americanwater.com/49ways.htm>.

Tools, Equipment and Supplies

Writing surface
Transparencies and projector or LCD projector
MS.NR.7.2.TM.A – one per teacher
MS.NR.7.2.TM.B – one per teacher
MS.NR.7.2.TM.C – one per teacher
MS.NR.7.2.TM.D – one per teacher
MS.NR.7.2.TM.E – one per teacher
MS.NR.7.2.AS.A – one per student
Cover pieces for Conservation Bingo – twenty pieces per student (pennies, M&M's, small pieces of pre-cut paper, etc.)
MS.NR.7.2.AS.B – one per teacher
MS.NR.7.2.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Conservation

- d. Avoid flushing the toilet unnecessarily; dispose of tissues, insects and other such waste in the trash rather than the toilet
- e. Turn off the water while brushing your teeth



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- f. Operate automatic dishwashers and clothes washers only when they are fully loaded
2. Soil
 - a. Plant leafy plants that can break the force of falling raindrops
 - b. Maintain portions of untilled land between gardens and fields of crops because a patch of grassy land can help stop water erosion
 - c. Avoid overstocking livestock in pastures, preventing stripping down of vegetation to the soil leaving it subject to erosion by wind or rain
 - d. Grow plants that are native to the region whenever possible; native plants will have millions of years of evolution on their side to help conserve the soil
 - e. Construct a natural windbreak to line the perimeter of a farm field to prevent gusts of wind from disrupting the soil when a crop has been recently planted
 - f. Conserve soil between crop rotations by planting cover crops to help fight erosion and lock nutrients in the soil
3. Trees
 - a. Reuse manila envelopes and file folders
 - b. Use scrap paper for informal notes to yourself and others
 - c. Print or copy on both sides of the paper
 - d. Reuse brown paper bags to line your trash can instead of plastic liners
 - e. Write to companies that send unwanted junk mail...ask them to take you off their list
 - f. Use washable rags, not paper towels, for cleaning spills and other household chores
4. Fossil fuels
 - a. Buy locally grown food and locally made products when possible
 - b. Recycle engine oil
 - c. Keep tires properly inflated to save fuel
 - d. Carpool
 - e. Use public transit
 - f. Ride a bike or walk instead of driving

5. Energy provided by various resources
 - a. Use the stairs instead of the elevator
 - b. Turn the heat down and wear a sweater
 - c. Turn the lights off when leaving a room
 - d. Don't use electrical appliances for things than can easily be done by hand
 - e. Buy energy-efficient compact fluorescent bulbs; although they cost more initially, they save money in the long run by using only 1/4 the energy of an ordinary incandescent bulb and lasting 8-12 times longer
 - f. Plant shade trees near housing

In teaching this lesson, you will be playing a modified version of the game bingo. You will need to have one bingo card copied for each student prior to teaching the lesson. Furthermore, you will need cover pieces for the bingo game. You can use any materials you want for the cover pieces (pennies, M&M's, small pieces of paper, etc.). When preparing for this, know that each student will need about 20 cover pieces. So, if you choose something such as M&M's, you will need to have enough for all students.

If you cut small pieces of paper, cut enough for students to have 20 each. It is critical that the cover pieces be prepared and sorted prior to teaching this lesson so that the lesson runs smoothly and you do not run out of time. Also, students will be responsible for filling in their own bingo cards.

When students write concepts or ideas on their own, they are more likely to recall that information. In preparation for this game, you also need to cut and fold the different **conservation** strategies on **MS.NR.7.2.AS.B**. Each strategy should be cut into an individual slip of paper. You will draw from these slips when playing **conservation** bingo.

Awarding prizes to the winners of **conservation** bingo is optional. Additionally, you will instruct the students to talk with a friend throughout this lesson; how this is done can be predetermined by you. It may be easiest to have students match up with someone sitting close by.

Interest Approach

If you taught MS.NR.7.1 yesterday, be sure to ask the students who they shared what they learned about recycling with last night. Allow several students to share.

Read the following scenario to students:

Imagine that you have a new driver's license in hand and a brand new car! You have spent the day cruising around town showing off your new



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wheels. As you drive by the school, you notice a big group of your friends hanging out in the parking lot, so you rev up the engine and roar by, honking and waving at your friends. Just as you pass, your engine starts to sputter and your car clunks to a stop. What was one of the best days quickly turns into one of the worst as you hear the laughter coming from your friends.

Now, let's look a little deeper at this scenario. What happened to the car causing it to sputter and stop? Who will share a hypothesis?

Allow students to share individual hypotheses about what happened to the car. If no student provides the desired response, explain that the car ran out of gas and then continue.

There was a problem in this situation – the problem was that the car ran out of gas. The question is why? Using problem-solving strategies, answer this question: Why did the car run out of gas at that moment? Talk with a friend for about 30 seconds and come up with a possible answer.

Pause for 30 seconds while students answer the question.

Okay – why did the car run out of gas? Who will share an answer?

Allow students to share responses. After a few responses, continue.

Excellent responses. The truth is, however, there could be many reasons the car ran out of gas, but the driver did waste gas by revving up the engine. Similar to the driver of a car having to solve problems such as running out of gas, often we are faced with challenges that require us to use innovative problem-solving strategies. Just as we spoke with a friend about the problems with the car, sometimes it helps to ask others for assistance when solving problems in our own lives.

So, in the scenario, gas could have been conserved by not revving up the engine. Today, we will discuss different techniques and strategies for **conservation**. It is important that we recognize opportunities to conserve natural resources in our everyday lives so that we can implement these strategies in an effort to protect our environment. We will be playing a game in today's lesson which will require that we listen carefully to instructions and carry out tasks in an efficient manner.

Some background information will be necessary before we play the game, so we will have to focus while obtaining this background information.

Summary of Content and Teaching Strategies

Objective 1. Identify five **conservation** techniques/strategies.

In this lesson, project **MS.NR.7.2.TM.A**, **MS.NR.7.2.TM.B**, **MS.NR.7.2.TM.C**, **MS.NR.7.2.TM.D**, and **MS.NR.7.2.TM.E** to highlight content outline of Objective 1. Keep the transparency master covered, and uncover as you discuss each component of the outline. Students will be copying this information on a bingo card that will serve as their notes when they leave the class.

We just heard the word **conservation**. What does **conservation** mean?

Pause for a few seconds.

Who will share an answer?

Allow students to share responses. After students have provided a few responses, share the definition below.

I. Conservation techniques/strategies

A. What does **conservation** mean?

1. **Conservation:** the careful utilization of a natural resource in order to prevent depletion

Great work. Now, as we prepare to discuss different ways that we can conserve natural resources we will be using these.

Hold up **MS.NR.7.2.AS.A**. Distribute **MS.NR.7.2.AS.A**. After distributing, continue.

The game we are playing is **Conservation** Bingo. Each person has a **conservation** bingo card, but each card is blank. Notice at the top of each column is a heading.

Show and point to headings on **MS.NR.7.2.AS.A** as you explain.



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Water, Fossil Fuels, Soil, Energy, and Trees. We will be filling in the five empty boxes under each heading as we talk about various **conservation** strategies. For each heading, we will discuss six **conservation** strategies and the strategies will be shown.

After discussing, we will then select five of the six strategies and write them into the blanks under the appropriate heading.

Do not write them in the same order they are listed. It is important for each person to mix up the order so that we all end up with a different type of card. When playing bingo, no two cards are exactly the same. If you understand what is expected and are ready to begin filling in your **conservation** bingo card, pick up your pencil. Observe for comprehension. Great, now let's review.

Ask the following questions and allow students to demonstrate comprehension by sharing a response with the class. If the response is incorrect, provide the correct response.

Who will explain how many headings are there on the bingo card? Allow a student to respond.

Who will tell the class how many **conservation** strategies we will talk about for each heading? Allow a student to respond.

Who will describe the process of filling in the bingo card? Allow a student to respond.

Nice work. There may still be some confusion. If so, this will make more sense once we begin. Let's take a look at the first category – Water.

Project MS.NR.7.2.TM.B.

There are many different techniques that can be used to conserve water. Shown here are six of these techniques.

Gesture to **MS.NR.7.2.TM.B.** Call on various students to read aloud the techniques below one at a time or read them aloud yourself and have the students listen and write down the different examples in the spaces on their card.

- B. Examples of natural resources that can be conserved
 - 1. Water
 - a. Plant things that don't require a lot of water
 - b. Install a water-saving shower head

- c. Never put water down the drain when there may be another use for it such as watering a plant or garden or cleaning
- d. Avoid flushing the toilet unnecessarily; dispose of tissues, insects, and other such waste in the trash rather than the toilet
- e. Turn off the water while brushing your teeth
- f. Operate automatic dishwashers and clothes washers only when they are fully loaded

Thank you for reading about the different ways that we can conserve water. Now, select five of these six techniques, mix up the order, and write them in the boxes on the **conservation** bingo card so there are no empty boxes under the water category. When finished, place the pencil on the desk. We will continue when all pencils are lying on the desks. If assistance is needed, raise a hand.

Ensure that all students comprehend the directions. You should also have a blank bingo card. Complete the "water" column as an example for your students. While students are filling in their blanks, walk around and show your example to the students so that they can see what is expected. Filling in the blanks may take additional explanation for some students, but after completing the water category, many students will begin filling in their cards as the different **conservation** methods are discussed. After all students have completed this activity continue.

The next resource we will talk about conserving is soil. Similar to water, there are many techniques used to conserve soil. All pencils should be on the desk – please wait to begin completing the bingo cards until we have viewed and discussed the entire list.

Project **MS.NR.7.2.TM.B.** Call on various students to read aloud the techniques below one at a time.

- 2. Soil
 - a. Plant leafy plants that can break the force of falling raindrops
 - b. Maintain portions of unplowed land between gardens and fields of crops because a patch of grassy land can help stop water erosion
 - c. Give livestock plenty of space in which to graze, preventing stripping down of vegetation to the soil leaving it subject to erosion by wind or rain



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- d. Grow plants that are indigenous to the region whenever possible; native plants will have millions of years of evolution on their side to help conserve the soil
- e. Construct a natural windbreak to line the perimeter of a farm field to prevent gusts of wind from disrupting the soil when a crop has been recently planted
- f. Conserve soil between crop rotations by planting cover crops to help fight erosion and lock nutrients in the soil

Again, select five of these six techniques, mix up the order, and write them in the boxes on the **conservation** bingo card so there are no empty boxes under the soil category. When finished, place the pencil on the desk. We will continue in this fashion until the cards are completely full.

Pause while students fill in the cards. After all students have completed this activity continue.

Next we will discuss the **conservation** of trees. There are many things we can do to conserve trees. Again, pencils should be on the desk – please wait to begin completion of the bingo cards until we have viewed and discussed the entire list.

Project **MS.NR.7.2.TM.C**. Call on various students to read aloud the techniques below one at a time.

3. Trees
 - a. Reuse manila envelopes and file folders
 - b. Use scrap paper for informal notes to yourself and others
 - c. Print or copy on both sides of the paper
 - d. Reuse brown paper bags to line your trash can instead of plastic liners
 - e. Write to companies that send unwanted junk mail...ask them to take you off their list
 - f. Use washable rags, not paper towels, for cleaning spills and other household chores

Great. Now please fill in the cards.

Pause while students fill in the cards. After all students have completed this activity continue.

Fossil fuels are a valuable nonrenewable natural resource. These are used to fuel many of the vehicles we use and should definitely be conserved.

There are a variety of techniques that can decrease the use of fossil fuels. Before we look at the strategies, where should pencils be?

Allow students to respond – if no one responds, call specifically on a student – the correct answer is on the desk.

Project **MS.NR.7.2.TM.D**. Call on various students to read aloud the techniques below one at a time.

4. Fossil fuels
 - a. Buy locally grown food and locally made products when possible
 - b. Recycle engine oil
 - c. Keep tires properly inflated to save gas
 - d. Carpool
 - e. Use public transit
 - f. Ride a bike or walk instead of driving

Excellent. Fill in the cards, please.

Pause while students fill in the cards. After all students have completed this activity continue.

We should be concerned with conserving energy as well. A few simple strategies will assist in conserving energy. Please wait to begin writing until we have discussed the entire list.

Project **MS.NR.7.2.TM.E**. Call on various students to read aloud the techniques below one at a time.

5. Energy provided by various resources
 - a. Use the stairs instead of the elevator
 - b. Turn the heat down and wear a sweater
 - c. Turn the lights off when leaving a room
 - d. Don't use electrical appliances for things that can easily be done by hand
 - e. Buy energy-efficient compact fluorescent bulbs; although they cost more initially, they save money in the long run by using only 1/4 the energy of an ordinary incandescent bulb and lasting 8-12 times longer
 - f. Plant shade trees near housing

Wonderful. Finish filling in the cards. To play **conservation** bingo, we need cover pieces and these will be distributed now. Please wait to touch these until the bingo card is completely filled out.



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Pause while students fill in the cards. While students are filling in the cards, distribute the presorted cover pieces. If you are using a food item such as M&M's, instruct students not to eat the item until the end of the game. Create your own consequences for students who eat food items. Once all students have finished, continue.

We are ready to play **conservation** bingo. Everyone has a card that has been filled out completely and everyone has 20 cover pieces. This is how the game will work. One at a time, a **conservation** strategy will be read aloud. If you have that **conservation** strategy listed on your bingo card, place a cover piece on top of it. The goal is to have five cover pieces in a row either up and down, sideways, or in a diagonal direction. When you have five cover pieces in a row, yell out "**Conservation** Bingo" and be prepared to read aloud the five **conservation** strategies that were covered. What questions are there?

Answer any questions for clarification.

All right, it's time to play **conservation** bingo.

Begin drawing one **conservation** technique at a time and reading it aloud. (These are the strips of paper you cut before class began.) Allow students a few seconds to locate whether or not they have that strategy listed on their bingo cards. Continue play until someone yells "**conservation** bingo." Have the student read aloud the **conservation** strategies that were covered on his/her card and check for accuracy.

Watch your time. You will need about 10 minutes to complete the review for this activity so plan accordingly. Depending on how quickly the class moves through the game, you may have time for multiple games. Once play is finished, continue.

Great work today as we talked about **conservation** strategies and techniques. To review, we are going to talk about a celebrity you may have heard of: Fred Astaire.

Review/Summary

For this review, you will utilize the *Fred Astaire e-Moment®*. In this e-Moment, you will ask students to create a series of motions, moves, or dance steps that would help them remember the highlighted information. Students will also create a name for the dance steps; however, the focus should be on the relationship between the movement and the information it represents.

Divide the students into five groups and assign a different area of **conservation** techniques from the bingo game – water, fossil fuels, soil, energy, or trees – to each group. Groups should also have a designated workspace where students can move around. Deliver the directions with enthusiasm. After dividing students and assigning a **conservation** technique to each group, continue.

Today, we will be creating some dance moves (demonstrate a random dance move) that will help us remember the **conservation** techniques we learned about. Each group has been assigned one of the five areas of **conservation** discussed. The task for each group is to create a series of movements or dance steps that will represent one or more of the **conservation** techniques – not all of the strategies have to be used, simply choose the ones you deem most important. Not only will groups create dance steps, but also a name for each dance is required. An example might be "The Fossil Fuel Fox Trot."

Groups will perform the dance for the rest of the class as well. One member of each group will also explain the connection between the dance move and the information it represents. This will be a fun activity for everyone.

When I say DANCE, groups will create their dance steps. Remember, you need a name for your dance step and you should practice a few times before performing for the rest of the class. Five minutes will be allotted to create this move – we will then begin performing. If you understand what is expected of each group, please raise the roof (demonstrate raising the roof).

"Raise the roof" is a dance motion where the participant pushes/pumps both hands up in the air, as if performing a soulful military press with the hands open and facing up towards the ceiling. Great! DANCE

After five minutes, announce that time is up and facilitate demonstrations and explanations of each group. After all groups have presented, continue.



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We had a lot of fun and good laughs today playing **conservation** bingo and creating dance moves, but **conservation** is not a laughing matter. Perhaps one of the best things we can do to support **conservation** techniques and strategies is to tell other people about the importance of **conservation**. We can also demonstrate **conservation** techniques to others by our own actions such as recycling, turning off lights when leaving a room, not allowing the water to run while brushing our teeth, or walking instead of driving if possible. **Conservation** is a shared responsibility and if we implement some of the techniques discussed today in our everyday lives, we will all be playing a role in creating a healthy and clean environment. Additionally, being aware of **conservation** strategies can also help us make personal product choices which we will be learning about next.

Application

Extended classroom activity:

Generate a class poster titled "100 Ways to Conserve." Challenge students to periodically write a way to conserve natural resources until 100 methods have been written on the poster. You may need multiple poster boards, sheets of paper, etc. This activity could be in one day or over a series of days. Display the finished product in a visible location at the school.

FFA activity:

The FFA Chapter can organize a "**Conservation**/Exchange Party" under the principles of reduce and reuse. Members who attend should bring a personal item they would be willing to part ways with in exchange for another item. Possible items could be a CD, a poster, a purse, a game, etc. At the "**Conservation**/Exchange Party," all items would be laid out for exchanging. Logistical information and rules for exchange can be created by the chapter officers.

SAE activity:

A student with an SAE in this area can create a poster or design a bulletin board at school that promotes **conservation** and educates other students about **conservation** techniques and strategies. If a poster is created, it should be displayed somewhere at the school.

Evaluation

MS.NR.7.2.ASSESS.A.

Answers to Evaluation

1. b
2. a
3. b
4. a
5. b



Conservation techniques/strategies

What does conservation mean?

- **Conservation:** the careful utilization of a natural resource in order to prevent depletion

Examples of natural resources
that can be conserved

- **Water**
- **Plant things that don't require a lot of water**
- **Install a water-saving shower head**
- **Never put water down the drain when there may be another use for it, such as watering a plant or garden, or cleaning**
- **Avoid flushing the toilet unnecessarily; dispose of tissues, insects and other such waste in the trash rather than the toilet**
- **Turn off the water while brushing your teeth**
- **Operate automatic dishwashers and clothes washers only when they are fully loaded**



Conservation Bingo

WATER	FOSSIL FUELS	SOIL	ENERGY	TREES



-
- **Soil**
 - **Plant leafy plants that can break the force of falling raindrops**
 - **Maintain portions of unplowed land between gardens and fields of crops because a patch of grassy land can help stop water erosion**
 - **Give livestock plenty of space in which to graze, preventing stripping down of vegetation to the soil leaving it subject to erosion by wind or rain**
 - **Grow plants that are indigenous to the region whenever possible; native plants will have millions of years of evolution on their side to help conserve the soil**
 - **Construct a natural windbreak to line the perimeter of a farm field to prevent gusts of wind from disrupting the soil when a crop has been recently planted**
 - **Conserve soil between crop rotations by planting cover crops to help fight erosion and lock nutrients in the soil**



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- **Trees**
 - **Reuse manila envelopes and file folders**
 - **Use scrap paper for informal notes to yourself and others**
 - **Print or copy on both sides of the paper**
 - **Reuse brown paper bags to line your trash can instead of plastic liners**
 - **Write to companies that send unwanted junk mail...ask them to take you off their list**
 - **Use washable rags, not paper towels, for cleaning spills and other household chores**



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- Fossil fuels
 - Buy locally grown food and locally made products when possible
 - Recycle engine oil
 - Keep tires properly inflated to save gas
 - Carpool
 - Use public transit
 - Ride a bike or walk instead of driving



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- Energy provided by various resources
 - Use the stairs instead of the elevator
 - Turn the heat down and wear a sweater
 - Turn the lights off when leaving a room
 - Don't use electrical appliances for things than can easily be done by hand
 - Buy energy-efficient compact fluorescent bulbs; although they cost more initially, they save money in the long run by using only 1/4 the energy of an ordinary incandescent bulb, and they last 8-12 times longer
 - Plant shade trees near housing



Statements for Conservation Bingo

- Plant things that don't require a lot of water
- Install a water-saving shower head
- Never put water down the drain when there may be another use for it, such as watering a plant or garden, or cleaning
- Avoid flushing the toilet unnecessarily; dispose of tissues, insects, and other such waste in the trash rather than the toilet
- Don't let water run while brushing your teeth
- Operate automatic dishwashers and clothes washers only when they are fully loaded
- Plant leafy plants that can break the force of falling raindrops
- Maintain portions of unplowed land between gardens and fields of crops because a patch of grassy land can help stop water erosion
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 - **Use washable rags, not paper towels, for cleaning spills and other household chores**
 - **Buy locally grown food and locally made products when possible**
 - **Recycle engine oil**
 - **Keep tires properly inflated to save gas**
 - **Carpool**
 - **Use public transit**
 - **Ride a bike or walk instead of driving**
 - **Use the stairs instead of the elevator**
 - **Turn the heat down and wear a sweater**
 - **Turn the lights off when leaving a room**
 - **Don't use electrical appliances for things than can easily be done by hand**
 - **Buy energy-efficient compact fluorescent bulbs; although they cost more initially, they save money in the long run by using only 1/4 the energy of an ordinary incandescent bulb, and they last 8-12 times longer**
 - **Plant shade trees near housing**



Name _____

Directions: Read each statement and circle true or false.

1. _____ Planting leafy plants is a strategy used to conserve water.
 - a. True
 - b. False
2. _____ Keeping tires on a vehicle properly inflated is a strategy used to conserve fossil fuels.
 - a. True
 - b. False
3. _____ Planting things that don't require a lot of water is a strategy used to conserve soil.
 - a. True
 - b. False
4. _____ Using stairs instead of an elevator or escalator is a strategy used to conserve energy.
 - a. True
 - b. False
5. _____ Buying locally grown food is a strategy used to conserve trees.
 - a. True
 - b. False