



Ranger Award Fishing



Elective Requirements Checklist

This Checklist can help you document your progress as you work toward earning the award.
The Venturer must do each requirement.

No one may add or subtract from the official requirements found in [Venturing Awards and Requirements](#)
The requirements were last revised in 2014 • This workbook was updated in November 2016.

Venturer's Name: _____ Unit: _____

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **checklist** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **award** should be sent to: Advancement.Team@Scouting.Org

- a. Become familiar with the freshwater fishing laws, regulations, and license requirements for your state.
- b. Maps
 - i. Using a map of your state, designate where the different varieties of water are located, such as warm fresh water, cold fresh water (include tail waters), brackish water, and salt water.
 - ii. On the map, note the most popular game fish found in each spot you marked.
 - iii. On the map, note any protected fish species found in your state.
- c. made and describe how you plan to make decisions for those situations.
- d. List at least 10 potential safety situations that you could encounter while fishing in your area and what precautions you should take to protect yourself and your fishing partners.
- e. For two different species of game fish found in your state, learn where they are in the food chain, the types of waters they can be found in, and the type of underwater structure and temperature they might be most likely to be found in during the fall, winter, spring, and summer. Identify any special habitat requirements for spawning and/or juvenile growth.
- f. Do one of the following:
 - ii. Plan or assist with a National Fishing Week or National Hunting and Fishing Day event (see www.gofishing.org and www.nhfd.org).
 - ii. Assist with a Hooked On Fishing, Not On Drugs program (see www.hofnod.com).
 - iii. Organize and lead a fishing trip or event to introduce other youth to fishing.
- g. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on what you have learned about fishing.
- h. Pick ONE of the three following options and complete the requirements
 - Option A - Fresh Water (Spinning, Spin Casting, Bait Casting)
 - i. Catching and cooking
 - A. Catch two different species of fish using spinning, spin-casting, and/or bait casting outfits.
 - B. Learn the proper technique to release fish and release at least one fish, ensuring that it will recover, and safely swim away.
 - C. Catch another fish, which you will clean, cook, and eat. Study and note several cleaning and cooking options.
 - D. Present to the youth in your crew, another Scouting unit, or a youth group your experience in releasing fish and the cleaning and cooking of fish. Discuss the contrasting experiences.

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- ii. Learn and teach the following to someone else:
- A. Explain the difference between a spin-casting outfit, a spinning outfit, and a bait-casting outfit. Describe the benefits of each type and where and how one might be better for certain fishing situations.
 - B. Study and explain how a reel drag should be used. Teach the proper use and function of drag settings.
 - C. Teach how to properly play a fish under several situations.
 - D. Study and present the use of basic fishing knots, making sure you can teach at a minimum:
 - 1. an improved clinch knot
 - 2. The palomar knot or a turtle knot
 - 3. a blood knot or barrel knot
 - 4. Tie each knot with ease and explain how it is used.
 - E. Show how to cast two of the three types of outfits. With each, demonstrate two ways to make effective casts using targets. Learn safety measures needed to ensure safe casting.
- iii. Do ONE of the following:
- A. Build a fishing rod of your choice.
 - B. Design and make your own fishing lure and explain the fish attracting principle of the lure.
 - C. With approval of the proper agency, plan and implement a fishery conservation project. Contact the local district biologist at your state fish and wildlife agency, go to the International Association of Fish and Wildlife Agencies Web site at www.iafwa.org and click on "Download State Directors Directory." Document your project with pictures and/or acknowledgment from the agency managing the waterway.
- Option B - Fly Fishing
- i. Catching and cooking
- A. Catch two different species of fish using a fly-fishing outfit.
 - B. Learn the proper technique to release fish and release at least one fish, ensuring that it will recover, and safely swim away.
 - C. Catch another fish, which you will clean, cook, and eat. Study and note several cleaning and cooking options.
 - D. Present to the youth in your crew, another Scouting unit, or a youth group your experience in releasing fish and the cleaning and cooking of fish. Discuss the contrasting experiences.
- ii. Learn and teach the following to someone else:
- A. Explain the differences among a dry fly, wet fly, streamer, nymph, and bass bugs or poppers. Describe the benefits of each type and where and how one might be better for certain fishing situations.
 - B. Study and explain how to match rod, reel, line, and leader to develop a balanced outfit. Explain how to select the right outfit for various fishing situations. Understand the makeup of fly lines and teach the advantages of weight-forward lines versus double-taper lines. Identify and explain the various types of lines and their advantages (floating, sink-tip, and sinking lines).
 - C. Teach how to properly play a fish under several situations, recognizing that fish exhaustion is critical to catch-and-release survival.
 - D. Study and present the use of basic fishing knots, making sure you can teach at a minimum:
 - an arbor backing knot,
 - the nail knot or a tube knot,
 - a blood knot or barrel knot
 - the improved clinch knot

- Tie each knot with ease and explain how it is used.
- E. Show how to cast.
- Demonstrate casting skills, explaining proper grip, casting arc, how to "load" the rod, and how to present the fly.
- Demonstrate various ways to make effective casts using targets.
- Learn safety measures needed to ensure safe casting.
- iii. Do ONE of the following:
 - A. Build a fly rod of your choice.
 - B. Tie SIX flies (nymph, wet fly, dry fly, and/or streamer) and explain how each pattern is used to imitate what fish eat.
 - C. With approval of the proper agency, plan and implement a fishery conservation project. Contact the local district biologist at your state fish and wildlife agency, go to the International Association of Fish and Wildlife Agencies Web site at www.iafwa.org and click on "Download State Directors Directory." Document your project with pictures and/or acknowledgment from the agency managing the waterway.
- Option C - Salt Water
 - i. Catching and cooking
 - A. Catch two different species of fish by surf fishing, casting from a boat, and/or trolling, using proper equipment.
 - B. Learn the proper technique to release fish and release at least one fish, ensuring that it will recover, and safely swim away.
 - C. Catch another fish, which you will clean, cook, and eat. Study and note several cleaning and cooking options.
 - D. Present to the youth in your crew, another Scouting unit, or a youth group your experience in releasing fish and the cleaning and cooking of fish. Discuss the contrasting experiences.
 - ii. Learn and teach the following to someone else:
 - A. Explain the difference between surf fishing, casting from a boat, and trolling from a boat. Describe the benefits of each type and where and how one might be better for certain fishing situations.
 - B. Study and explain how a reel drag should be used. Teach the proper use and function of drag settings.
 - C. Teach how to properly play a fish under several situations.
 - D. Study and present the use of basic fishing knots, making sure you can teach at a minimum:
 - an improved clinch knot,
 - the palomar knot or a turtle knot
 - a blood knot or barrel knot
 - Tie each knot with ease and explain how it is used.
- i. If you live in a coastal state, become familiar with the saltwater fishing laws, regulations, and license requirements for your state.
- If you live in an inland state, become familiar with the saltwater fishing laws, regulations, and license requirements for a coastal state of your choice.
- j. Do ONE of the following:
 - i. Build a fishing rod of your choice.
 - ii. Design and make several fishing lures and explain the fish attracting principle of each lure.
 - iii. With approval of the proper agency, plan and implement a fishery conservation project. Contact the local district biologist at your state fish and wildlife agency; go to the International Association of Fish and Wildlife Agencies Web site at www.iafwa.org and click on "Download State Directors Directory." Document your project with pictures and/or acknowledgment from the agency managing the waterway.

Important excerpts from the Guide To Advancement - 2015, No. 33088 (SKU-620573)**[1.0.0.0] — Introduction**

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals and previous editions of the *Guide to Advancement*.

[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program

No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to youth members with special needs. For details see section 10, "Advancement for Members With Special Needs".

[Page 2] — The "Guide to Safe Scouting" Applies

Policies and procedures outlined in the ***Guide to Safe Scouting***, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.