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1. Describe the meaning and purposes of fish and wildlife conservation and management.

2. List and discuss at least three major problems that continue to threaten your state's fish and wildlife resources.

1.	
2.	

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3. Describe some ways in which everyone can help with fish and wildlife conservation.

4. List and describe five major fish and wildlife management practices used by managers in your state.

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- 5. Do ONE of the following:
  - a. Construct, erect, and check regularly at least two artificial nest boxes (wood duck, bluebird, squirrel, etc.) and keep written records for one nesting season.
  - b. Construct, erect, and check regularly bird feeders and keep written records of the kinds of birds visiting the feeders.

c. Develop and implement a fishery improvement project or a backyard wildlife habitat improvement project. Share the results with your counselor

d. Design and construct a wildlife blind near a game trail, water hole, salt lick, bird feeder, or birdbath and take good photographs or make sketches from the blind of any combination of 10 wild birds, mammals, reptiles, or amphibians.

- 6. Do ONE of the following:
  - a. Observe and record 25 species of wildlife. Your list may include mammals, birds, reptiles, amphibians, and fish. Write down when and where each animal was seen.

	Species	When seen	Where seen:
1.:			
2.:			
3.:			
4.:			
5.:			
6.:			
7.:			
8.:			
9.:			
10.:			
11.:			

Scout's Name: \_\_\_\_\_

12.:		
13.:		
14.:		
15.:		
16.:		
17.:		
18.:		
19.:		
20.:		
21.:		
22.:		
23.:		
24.:		
25.:		

## b. List the wildlife species in your state that are classified as endangered, threatened, exotic, non-native, game species, furbearers, or migratory game birds.

Wildlife Species	Endangered	Threatened	Exotic	Non- Native	Game Species	Furbearer	Migratory Game Bird
Discuss with your counse	lor managemer	nt practices in	place or bei	ng develope	d for at leas	t three of the	se species.

☐ C.	reptiles, amphibians all of the five catego newspapers or scie guardian's permissi	of North American wildlife. Insert markers to divide the book into separate s, and fish. Collect articles on such subjects as life histories, habitat, belories and place them in your notebook accordingly. Articles and pictures ence, nature, and outdoor magazines, or from other sources including the ion). Enter at least five articles on mammals, five on birds, five on reptile ch animal on a separate sheet in alphabetical order. Include pictures where	navior, and feeding habits on may be taken from Internet (with your parent or s, five on amphibians, and
7. Do ONE d	f the following:		
a.	report the results.	of five species of fish from scale samples or identify various age classes	of one species in a lake and
	Determine the age	of five species of fish from scale samples	T T
	Fish Species	s 1:	Age:
	Fish Species	s 2:	Age:
	Fish Species	3 3:	Age:
	Fish Species	s 4:	Age:
	Fish Species	s 5:	Age:
	Identify various age	classes of one species in a lake and report the results.	
☐ b. ☐ C.	Examine the stoma	nsus on a small lake to estimate catch per unit effort. ch contents of three fish and record the findings. It is not necessary to c aning station set up for fishermen or find another, similar alternative.	atch any fish for this option.
	Stomach contents:		
	Fish Species 2		
	Stomach contents:		

F	ish Species 3	
	Stomach contents:	
wh		aquarium. Include at least four species of native plants and four species of animal life, such as eshwater shrimp, tadpoles, water snails, and golden shiners.
1.		
2.		
3.		
4.		
An	imal life	

1	
2.	
3.	
4.	

After 60 days of observation, discuss with your counselor the life cycles, food chains, and management needs you have recognized

life cycles	
food chains	
management needs	
needs	

Scout's Name: \_\_\_\_

After completing requirement 7d to your counselor's satisfaction, with your counselor's assistance, check local laws to determine what you should do with the specimens you have collected.

8. Using resources found at the library and in periodicals, books, and the internet (with your parent or guardian's permission), learn about three different positions held by fisheries and/or wildlife professionals. Find out the education and training requirements for each position.

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2.	
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3.	

You can download a complete copy of the Guide to Advancement from http://www.scouting.org/filestore/pdf/33088.pdf.