



Fish and Wildlife Management



Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2005 • This workbook was updated in January 2014.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

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

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

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.	
3.	

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

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

1.	
2.	
3.	
4.	
5.	

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 in the winter.

- c. Design and implement a backyard wildlife habitat improvement project and report the results.

- 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.:			

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, game species, furbearers, or migratory game birds.

Wildlife Species	Endangered	Threatened	Exotic	Game Species	Furbearer	Migratory Game Bird
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- c. Start a scrapbook of North American wildlife. Insert markers to divide the book into separate parts for mammals, birds, reptiles, amphibians, and fish. Collect articles on such subjects as life histories, habitat, behavior, and feeding habits on all of the five categories and place them in your notebook accordingly. Articles and pictures may be taken from newspapers or science, nature, and outdoor magazines, or from other sources including the Internet (with your parent's permission). Enter at least five articles on mammals, five on birds, five on reptiles, five on amphibians, and five on fish. Put each animal on a separate sheet in alphabetical order. Include pictures whenever possible.

7. Do ONE of the following:

- a. Determine the age of five species of fish from scale samples or identify various age classes of one species in a lake and report the results.

- Determine the age of five species of fish from scale samples

<input type="checkbox"/> Fish Species 1:		Age:	
<input type="checkbox"/> Fish Species 2:		Age:	
<input type="checkbox"/> Fish Species 3:		Age:	
<input type="checkbox"/> Fish Species 4:		Age:	
<input type="checkbox"/> Fish Species 5:		Age:	

- Identify various age classes of one species in a lake and report the results.

- b. Conduct a creel census on a small lake to estimate catch per unit effort.
- c. Examine the stomach contents of three species of fish and record the findings. It is not necessary to catch any fish for this option. You must visit a cleaning station set up for fishermen or find another, similar alternative.

Fish Species 1:	
Stomach contents:	
Fish Species 2	
Stomach contents:	

Fish Species 3

Stomach contents:

- d. Make a freshwater aquarium. Include at least four species of native plants and four species of animal life, such as whirligig beetles, freshwater shrimp, tadpoles, water snails, and golden shiners.

Plants

1.	
2.	
3.	
4.	

Animal 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	

- 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's permission), learn about three different kinds of work done by fish and wildlife managers.

1.	
2.	
3.	

Requirement resources can be found here:
[http://www.meritbadge.org/wiki/index.php/Fish and Wildlife Management#Requirement resources](http://www.meritbadge.org/wiki/index.php/Fish_and_Wildlife_Management#Requirement_resources)

Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673)

[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, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, 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.

[7.0.3.1] — The Buddy System and Certifying Completion

A youth member must not meet one-on-one with an adult. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session.

When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult verification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.

Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See “Fulfilling More Than One Requirement With a Single Activity,” 4.2.3.6.

[7.0.3.2] — Group Instruction

It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout—actually and *personally*—completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions.

It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See “Reporting Merit Badge Counseling Concerns,” 11.1.0.0.
- There must be attention to each individual’s projects and his fulfillment of all requirements. We must know that every Scout—actually and *personally*—completed them.

[7.0.3.3] — Partial Completions

A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. The Application for Merit Badge has a place to record what has been finished—a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, the counselor does not retain his or her portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his unit leader to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the Scout’s 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

[7.0.4.8] — Unofficial Worksheets and Learning Aids

Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing “worksheets” may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.