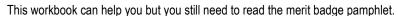


2.

Fish and Wildlife Management

Merit Badge Workbook



This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor. You still must satisfy your counselor that you can demonstrate each skill and have learned the information. You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers. If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Merit Badge Counselors may not require the use of this or any similar workbooks.

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 637685). The requirements were last issued or revised in 2017 • This workbook was updated in June 2017.
 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 <u>workbook</u> to: <u>Workbooks@USScouts.Org</u> Comments or suggestions for changes to the <u>requirements</u> for the <u>merit badge</u> should be sent to: <u>Merit.Badge@Scouting.Org</u>	l
Describe the meaning and purposes of fish and wildlife conservation and management.	
ist and discuss at least three major problems that continue to threaten your state's fish and wildlife resources.	
1.	
2.	
2.	

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Fish and Wildlife Management				Scout's Name:		
5.	Do ONE	of the	following:			
	☐ a.		ruct, erect, and check regularly an records for one nesting season.	t least two artificial nest boxes (wood du	ck, bluebird, squirrel, etc.) and keep	
		Const	ruct, erect, and check regularly b	ird feeders and keep written records of the	ne kinds of birds visiting the feeders.	
	□ c.	Devel	on and implement a fishery impro	vement project or a backyard wildlife ha	hitat improvement project. Share the	
	<u> </u>		s with your counselor	vernerit project of a backyard wilding ha	bitat improvement project. Snare the	
			<u> </u>			
		<u> </u>				
	d.	Desig	n and construct a wildlife blind ne graphs or make sketches from th	ar a game trail, water hole, salt lick, bird e blind of any combination of 10 wild bird	feeder, or birdbath and take good ls. mammals, reptiles, or amphibians	
6.	Do ONE		following:		,	
	□ a.			ife. Your list may include mammals, bird	ds, reptiles, amphibians, and fish.	
		Write	down when and where each anin	nal was seen.		
			Species	When seen	Where seen:	
		1.:				
		2.:				
		3.:				
		4.:				
		5.:				
		6.:				
		7.:				
		8.:				
		9.:				
		10.:				
		11 ·				

Fish and Wil	dlife Management	Scout's Name:	Scout's Name:		
c.	birds, reptiles, amphibia habits on all of the five of from newspapers or scie parent's permission). En five on fish. Put each ar	rth American wildlife. Insert markers to divide the book into separate particles, and fish. Collect articles on such subjects as life histories, habitat, becategories and place them in your notebook accordingly. Articles and pictence, nature, and outdoor magazines, or from other sources including the inter at least five articles on mammals, five on birds, five on reptiles, five on mimal on a separate sheet in alphabetical order. Include pictures whenever	navior, and feeding ures may be taken Internet (with your n amphibians, and		
_	of the following:				
☐ a.	Determine the age of five and report the results.	e species of fish from scale samples or identify various age classes of on	e species in a lake		
	Determine the age of five	re species of fish from scale samples			
	Fish Species 1:	Age			
	Fish Species 2:	Age			
	Fish Species 3:	Age			
	Fish Species 4:	Age			
	Fish Species 5:	Age			
	Identify various age clas	ses of one species in a lake and report the results.	,		
☐ b. ☐ c.	Examine the stomach co	on a small lake to estimate catch per unit effort. ontents of three fish and record the findings. It is not necessary to catch a cleaning station set up for fishermen or find another, similar alternative.	ny fish for this		
	Fish Species 1:	ordining station out up for nonormon or and arrother, eminar accountance.			
	Stomach				
	contents:				
	Fish Species 2				
	Stomach				
	contents:				
	<u> </u>				

Fish and Wildlife Managem	nent Scout's Name:
-	
Fish Specie	s 3
Stomach	h
contents	S:
d. Make a fresh whirligig beet	water aquarium. Include at least four species of native plants and four species of animal life, such as les, freshwater shrimp, tadpoles, water snails, and golden shiners.
Plants	
1.	
2.	
3.	
4.	
Animal life	
1	
2.	
3.	
4.	
After 60 days have recognize	of observation, discuss with your counselor the life cycles, food chains, and management needs you zed
life cycles	
food chains	
management	t
needs	

Fish and	Wildlife Management	Scout's Name:
[After completing red	equirement 7d to your counselor's satisfaction, with your counselor's assistance, check local laws to u should do with the specimens you have collected.
8. Using differ posit	rent positions held by fi	e library and in periodicals, books, and the internet (with your parent's permission), learn about thresheries and/or wildlife professionals. Find out the education and training requirements for each
1.		
2.		
3.		

When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088). Important excerpts from that publication can be downloaded from http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf.

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