



Fish And Wildlife Management

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet (book). No one can add or subtract from the Boy Scout Requirements #33215. Merit Badge Workbooks and much more are below: [Online Resources](#).

Workbook developer: craig@craiglincoln.com. Requirements revised: 2005, Workbook updated: April 2008.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Ph #: _____

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.

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.

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:

_____	<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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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

Fish Species 1: _____ Age: _____

Fish Species 2: _____ Age: _____

Fish Species 3: _____ Age: _____

Fish Species 4: _____ Age: _____

Fish Species 5: _____ Age: _____

or 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.

d. Make a freshwater aquarium. Include at least four species of native plants

1. _____ 3. _____

2. _____ 4. _____

and four species of animal life, such as whirligig beetles, freshwater shrimp, tadpoles, water snails, and golden shiners.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

After 60 days of observation, discuss with your counselor the life cycles, _____

food chains, _____

and management needs you have recognized. _____

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 specimen 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.

Online Resources (Use any Internet resource with caution and only with your parent's or guardian's permission.)

Boy Scouts of America: ► scouting.org ► [Guide to Safe Scouting](#) ► [Age-Appropriate Guidelines](#) ► [Safe Swim Defense](#)
► [Scout](#) ► [Tenderfoot](#) ► [Second Class](#) ► [First Class](#) ► [Rank Videos](#) ► [Safety Afloat](#)

Boy Scout Merit Badge Workbooks: usscouts.org -or- meritbadge.org **Merit Badge Books:** www.scoutstuff.org

American Birding Association: <http://www.americanbirding.org>

American Fisheries Society: <http://www.fisheries.org>

Audubon Society: <http://www.audubon.org>

Conservation and Resource Center: <http://www.si.edu/crc>

Discover Magazine: <http://www.discover.com>

Environmental Protection Agency: <http://www.epa.gov>

Int. Assn of Fish & Wildlife Agencies: <http://www.iafwa.org>

Leave No Trace Center: <http://www.LNT.org>

Nat. Fish and Wildlife Foundation: <http://www.nfwf.org>

Nat. Geographic Society: <http://www.nationalgeographic.com>

Nat. Marine Fisheries Service: <http://www.nmfs.noaa.gov>

Nat. Wildlife Federation: <http://www.nwf.org>

Nat. Zoological Park: <http://nationalzoo.si.edu>

The Nature Conservancy: <http://nature.org>

U.S. Fish and Wildlife Service: <http://www.fws.gov>

Wildlife Conservation Society: <http://wcs.org>