

Visit the "Scouting with Mr. R." web site at [www.relia.net/~thedane/scouting.html](http://www.relia.net/~thedane/scouting.html)



Visit the "Scouting with Mr. R." web site at [www.relia.net/~thedane/scouting.html](http://www.relia.net/~thedane/scouting.html)



**PURPOSE (1)**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROBLEMS (2)**

List and discuss at least 3 major problems that continue to threaten your state's fish and wildlife resources.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

**PURPOSE (1)**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROBLEMS (2)**

List and discuss at least 3 major problems that continue to threaten your state's fish and wildlife resources.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

**Fish & Wildlife Management**

C E L D X P E N M R B B M M S  
C O N S E R V A T I O N A E E  
L B J V E T M B T R A P N T L  
Y U I D I M A K L M F E A S A  
A E E R A R R T P I F G G Y C  
D E R L D M O H I I N L E S S  
F E S D N B I N L B M D M O P  
B X R S F B A D M G A I E C E  
I J L E I L L T G E O H N E C  
R S T A G I F K H P N I T J I  
D T N K W N E S T S Q T M F E  
S S N O I T A L U P O P I K S  
E T A R G I M D P X I S G G L  
R E P T I L E S N E H K W L V  
O H X T L B S J T E W G U F K

- |              |             |            |
|--------------|-------------|------------|
| AMPHIBIANS   | ENVIRONMENT | NESTS      |
| BIRDBATH     | FEEDER      | POPULATION |
| BIRDS        | FISH        | REPTILES   |
| BLIND        | HABITAT     | SCALES     |
| CONSERVATION | MAMMALS     | SPECIES    |
| ECOSYSTEM    | MANAGEMENT  | WILDLIFE   |
| ENDANGERED   | MIGRATE     |            |

**Fish & Wildlife Management**

C E L D X P E N M R B B M M S  
C O N S E R V A T I O N A E E  
L B J V E T M B T R A P N T L  
Y U I D I M A K L M F E A S A  
A E E R A R R T P I F G G Y C  
D E R L D M O H I I N L E S S  
F E S D N B I N L B M D M O P  
B X R S F B A D M G A I E C E  
I J L E I L L T G E O H N E C  
R S T A G I F K H P N I T J I  
D T N K W N E S T S Q T M F E  
S S N O I T A L U P O P I K S  
E T A R G I M D P X I S G G L  
R E P T I L E S N E H K W L V  
O H X T L B S J T E W G U F K

- |              |             |            |
|--------------|-------------|------------|
| AMPHIBIANS   | ENVIRONMENT | NESTS      |
| BIRDBATH     | FEEDER      | POPULATION |
| BIRDS        | FISH        | REPTILES   |
| BLIND        | HABITAT     | SCALES     |
| CONSERVATION | MAMMALS     | SPECIES    |
| ECOSYSTEM    | MANAGEMENT  | WILDLIFE   |
| ENDANGERED   | MIGRATE     |            |

# CAREERS (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. Find out the education and training requirements for each position.

Type of Job:
Educational requirements:
Type of Job:
Educational requirements:
Type of Job:
Educational requirements:

# CAREERS (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. Find out the education and training requirements for each position.

Type of Job:
Educational requirements:
Type of Job:
Educational requirements:
Type of Job:
Educational requirements:

# WAY TO HELP (3)

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

---



---



---



---



---



# WAY TO HELP (3)

Describe some practical ways in which everyone can help with the fish and wildlife 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 may visit a cleaning station set up for fishermen or find another, similar alternative.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

□ 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 may visit a cleaning station set up for fishermen or find another, similar alternative.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## OBSERVATION (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 back-yard wildlife habitat improvement project and report the results.
- d. Design and construct a wildlife blind near a game trail, waterhole, 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.



## OBSERVATION (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 back-yard wildlife habitat improvement project and report the results.
- d. Design and construct a wildlife blind near a game trail, waterhole, 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.







