VENTURING RANGER AWARD FISHING ELECTIVE

Additional checkoff sheets and helps are available from ScouterMom.com.

a. Become familiar with the freshwater fishing laws, regulations, and license requirements for your state.										
b. Maps										
b-i. Using a map of your state, designate where the different varieties of water are located, such as warm fresh water, cold fresh water (include tail waters), brackish water, and salt water										
b-ii. On the map, note the most popular game fish found in each spot you marked.										
b-iii. On the map, note any protected fish species found in your state.										
c. Develop a personal ethical code for fishing. List a variety of potential ethical situations where choices may have to be made and describe how you plan to make decisions for those situations.										
d. List at least 10 potential safety situations that you could encounter while fishing in your area and what precautions you should take to protect yourself and your fishing partners.										
e. For two different species of game fish found in your state, learn where they are in the food chain, the types of waters they can be found in, and the type of underwater structure and temperature they might be most likely to be found in during the fall, winter, spring, and summer. Identify any special habitat requirements for spawning and/or juvenile growth.										
f. Do one of the following:										
f-i. Plan or assist with a National Fishing Week or National Hunting and Fishing Day event (see www.gofishing.org and www.nhfday.org).										
f-ii. Assist with a Hooked On Fishing, Not On Drugs program (see www.hofnod.com).										
f-iii. Organize and lead a fishing trip or event to introduce other youth to fishing										
g. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on what you have learned about fishing.										
h. Pick ONE of the three following options and complete the requirements.										
Option A—Fresh Water (Spinning, Spin Casting, Bait Casting)										
hA-i. Catching and cooking										
hA-i.A. Catch two different species of fish using spinning, spin-casting, and or bait-casting outfits.										
hA-i.B. Learn the proper technique to release fish and release at least one fish, ensuring that it will recover and safely swim away										

hA-i.C. Catch another fish, which you will clean, cook, and eat. Study and note several cleaning and cooking options.										
hA-i.D. Present to the youth in your crew, another Scouting unit, or a youth group your experience in releasing fish and the cleaning and cooking of fish. Discuss the contrasting experiences.										
hA-ii. Learn and teach the following to someone else:										
hA-ii.A. Explain the difference between a spin-casting outfit, a spinning outfit, and a bait-casting outfit. Describe the benefits of each type and where and how one might be better for certain fishing situations										
hA-ii.B. Study and explain how a reel drag should be used. Teach the proper use and function of drag settings.										
hA-ii.C. Teach how to properly play a fish under several situations										
hA-ii.D. Study and present the use of basic fishing knots, making sure you can teach at a minimum:										
hA-ii.Da. An improved clinch knot										
hA-ii.Db. The Palomar knot or a turle knot										
hA-ii.Dc. A blood knot or barrel knot										
Tie each knot with ease and explain how it is used.										
hA-ii E. Show how to cast two of the three types of outfits. With each, demonstrate two ways to make effective casts using targets. Learn safety measures needed to ensure safe casting										
hA-iii. Do ONE of the following:										
hA-iii.A. Build a fishing rod of your choice										
hA-iii.B. Design and make your own fishing lure and explain the fish attracting principle of the lure										
hA-iii.C. With approval of the proper agency, plan and implement a fishery conservation project. Contact the local district biologist at your state fish and wildlife agency, go to the International Association of Fish and Wildlife Agencies Web site at www.iafwa.org and click on “Download State Directors Directory.” Document your project with pictures and/or acknowledgment from the agency managing the waterway.										
Option B—Fly-Fishing										
hB-i. Catching and cooking.										
hB-i. A. Catch two different species of fish using a fly-fishing outfit.										
hB-i. B. Learn the proper technique to release fish and release at least one fish, ensuring that it will recover and safely swim away.										
hB-i. C. Catch another fish, which you will clean, cook, and eat. Study and note several cleaning and cooking options.										
hB-i. D. Present to the youth in your crew, another Scouting unit, or a youth group your experience in releasing fish and the cleaning and cooking of fish. Discuss the contrasting experiences.										

hB-ii. Learn and teach the following to someone else:										
hB-ii. A. Explain the differences among a dry fly, wet fly, streamer, nymph, and bass bugs or poppers. Describe the benefits of each type and where and how one might be better for certain fishing situations.										
hB-ii. B. Study and explain how to match rod, reel, line, and leader to develop a balanced outfit. Explain how to select the right outfit for various fishing situations. Understand the makeup of fly lines and teach the advantages of weight-forward lines versus doubletaper lines. Identify and explain the various types of lines and their advantages (floating, sink-tip, and sinking lines).										
hB-ii. C. Teach how to properly play a fish under several situations, recognizing that fish exhaustion is critical to catch-and-release survival.										
hB-ii. D. Study and present the use of basic fishing knots, making sure you can teach at a minimum:										
hB-ii. Da An arbor backing knot										
hB-ii. Db The nail knot or a tube knot										
hB-ii. Dc A blood knot or barrel knot										
hB-ii. Dd • The improved clinch knot										
Tie each knot with ease and explain how it is used.										
hB-ii. E. Show how to cast. Demonstrate casting skills, explaining proper grip, casting arc, how to “load” the rod, and how to present the fly. Demonstrate various ways to make effective casts using targets. Learn safety measures needed to ensure safe casting										
hB-iii. Do ONE of the following:										
hB-iii. A. Build a fly rod of your choice										
hB-iii. B. Tie SIX flies (nymph, wet fly, dry fly, and/or streamer) and explain how each pattern is used to imitate what fish eat.										
hB-iii. C. With approval of the proper agency, plan and implement a fishery conservation project. Contact the local district biologist at your state fish and wildlife agency; go to the International Association of Fish and Wildlife Agencies Web site at www.iafwa.org and click on “Download State Directors Directory.” Document your project with pictures and/or acknowledgment from the agency managing the waterway.										
Option C—Salt Water										
hC-i. Catching and cooking.										
hC-i. A. Catch two different species of fish by surf fishing, casting from a boat, and/or trolling, using proper equipment.										
hC-i. B. Learn the proper technique to release fish and release at least one fish, ensuring that it will recover and safely swim away										
hC-i. C. Catch another fish, which you will clean, cook, and eat. Study and note several cleaning and cooking options										

hC-i. D. Present to the youth in your crew, another Scouting unit, or a youth group your experience in releasing fish and the cleaning and cooking of fish. Discuss the contrasting experiences.										
hC-ii. Learn and teach the following to someone else:										
hC-ii. A. Explain the difference between surf fishing, casting from a boat, and trolling from a boat. Describe the benefits of each type and where and how one might be better for certain fishing situations										
hC-ii. B. Study and explain how a reel drag should be used. Teach the proper use and function of drag settings.										
hC-ii. C. Teach how to properly play a fish under several situations										
hC-ii. D. Study and present the use of basic fishing knots, making sure you can teach at a minimum:										
hC-ii. Da An improved clinch knot										
hC-ii. Db The Palomar knot or a turle knot										
hC-ii. Dc A blood knot or barrel knot										
Tie each knot with ease and explain how it is used										
i. If you live in a coastal state, become familiar with the saltwater fishing laws, regulations, and license requirements for your state. If you live in an inland state, become familiar with the saltwater fishing laws, regulations, and license requirements for a coastal state of your choice.										
j. Do ONE of the following:										
j-i. Build a fishing rod of your choice										
j-ii. Design and make several fishing lures and explain the fish-attracting principle of each lure.										
j-iii. With approval of the proper agency, plan and implement a fishery conservation project. Contact the local district biologist at your state fish and wildlife agency; go to the International Association of Fish and Wildlife Agencies Web site at www.iafwa.org and click on “Download State Directors Directory.” Document your project with pictures and/or acknowledgment from the agency managing the waterway.										
Completed										
Presented										