

# Burke Lake Fishing Merit Badge



Important information for parents about how to prepare your scout for Fishing Merit Badge Program at Burke Lake Park. Review materials below and print out pages 6-14 of pdf to bring to class.

Be sure that you are familiar with the requirements for the merit badge your scout has selected. **Bring your blue cards. Burke Lake has no blue cards.** Some badges can be are very demanding and may take considerable time and planning to complete. Some badges are not appropriate for younger scouts. Most Merit Badges are not designed to be completed in a single session with an instructor, so it is not always possible to walk away with a completed and signed blue card at the end a program. Every badge requires some independent work by your scout. We call this "pre-work" because, if these requirements are performed *prior* to our program, we can complete and sign the merit badge card. Otherwise we will initial the specific requirements covered at the completion of our program and will have qualified counselors review the unmet requirements on an individual basis when your scout has completed them. Note you will have to contact and schedule an appointment with an appropriate staff member to do this. Not all staff members are qualified for all badges.

Please *prepare for the possibility that you may have to stay for the program and not just drop off your scout.* We encourage that one or more adults remain. There is no a fee for adults and you are sure to learn something. This will allow the instructor to concentrate more fully on the difficult task of imparting all the required information and assisting the boys individually if necessary, while other adults keep the atmosphere calm and productive. It is also in keeping with the scouting guidelines for youth protection.

Be sure your scout is dressed appropriately for being outdoors for some or all of the program time. Packing water and snacks is wise for long programs and programs scheduled in hot weather months.

Lastly, obtaining copies of the scout resource booklet for the merit badge can help prepare your scout working with his counselor and for completing any independent study. Books for the badges can be ordered at your local scouting store or at [www.scoutstuff.org](http://www.scoutstuff.org) .

Thank you! And best wishes for success to your scout.

**Fishing:** This is one 3-hour class. Poles, tackle, and bait provided.

**Pre-Work (or Post-Work):**

Part of Requirement #9. Acquire a fish and cook it. We will, with fishermen's skill & some luck, catch & release a fish, but the program does not include cooking. Cook a fish at home and bring us a photo.

Spend more time fishing! Review requirements 1, 4, 6, & 7 come prepared!

Keep reading for more details....

# FISHING MERIT BADGE

**BE PREPARED:** The Fishing Merit Badge program is three hours long, and covers a lot of material, including time fishing. **We will provide all fishing equipment and bait.** Wear closed shoes that will protect your feet and provide good footing on rocks. Wear old clothes that you don't mind getting muddy. Depending on the weather, a hat, sun glasses, water and bug spray may also come in handy.

## PRE-WORK:

If you prepare adequately, we will have time to complete almost all of the requirements and do some fishing. Download and print a copy of the workbook pages so you can readily record any pre-work you complete: <http://meritbadge.org/wiki/images/272e/Fishing.pdf> (note we may use examples different from those presented in the workbook, e.g., for requirement #2).

1. Do the following:

- Discuss the prevention of and treatment for the following health concerns that could occur while fishing, including cuts and scratches, puncture wounds, insect bites, hypothermia, dehydration, heat exhaustion, heatstroke, and sunburn.
- Explain how to remove a hook that has lodged in your arm.

See [http://meritbadge.org/wiki/index.php/First\\_Aid\\_Skills](http://meritbadge.org/wiki/index.php/First_Aid_Skills) for information. On first aid and how to remove a fishing hook from your arm.

4. To make the completion of requirement #4 more efficient, review how to make the following knots:

**improved** clinch, Palomar, turtle, blood loop (barrel knot), and double surgeon's loop. [Kudos to you if you bring in a set of completed knots to show your counselor! Extra kudos if you know who the turtle (not turtle) knot was named after. See if you can learn how and when each knot is used. Some great websites for knots are:

- <http://boyslife.org/outdoors/outdoorarticles/2482/how-to-tie-basic-fly-fishing-knots/>
- <http://www.animatedknots.com/knotlist.php?Categ=fishing&LogoImage=LogoGrog.jpg&Website=www.animatedknots.com>
- <http://www.angelfire.com/ia3/fishing/knots.htm>
- [http://www.netknots.com/fishing\\_knots/turtle-knot](http://www.netknots.com/fishing_knots/turtle-knot)

6. Do the following:

- Explain the importance of practicing Leave No Trace techniques. Discuss the positive effects of Leave No Trace on fishing resources.

7. Obtain and review the regulations affecting game fishing where you live. Explain why they were adopted and what is accomplished by following them.

The Virginia Department of Game and Inland Fisheries regulates fishing in Virginia. Are you old enough to need a license to fish? If so, you want to have that *before* the program! See <http://www.dgif.virginia.gov/fishing/regulations/> for online information about fishing regulations.

9. Catch at least one fish and identify it. If regulations and health concerns permit, clean and cook a fish you have caught. Otherwise, acquire a fish and cook it. [With luck, everyone will catch and release a fish. We can't promise that fish caught here will meet everyone's standards of "edible," so the cooking portion will be completed outside the program.]

# MERIT BADGE

## Requirements covered in our program:

1. Do the following:
  - Name and explain five safety practices you should always follow while fishing.
2. Discuss the differences between two types of fishing outfits. Point out and identify the parts of several types of rods and reels. Explain how and when each would be used. Review with your counselor how to care for this equipment.
3. Demonstrate the proper use of two different types of fishing equipment.
4. Demonstrate how to tie the following knots: clinch, Palomar, turtle, blood loop (barrel knot), and double surgeon's loop. Explain how and when each knot is used.
5. Name and identify five basic artificial lures and five natural baits and explain how to fish with them. Explain why baitfish are not to be released.
6. Do the following:
  - *Explain the importance of practicing Leave No Trace techniques. Discuss the positive effects of Leave No Trace on fishing resources.*
  - Discuss the meaning and importance of catch and release. Describe how to properly release a fish safely to the water.
8. Explain what good outdoor sportsmanlike behavior is and how it relates to anglers. Tell how the Outdoor Code of the Boy Scouts of America relates to a fishing sports enthusiast, including the aspects of littering, trespassing, courteous behavior, and obeying fishing regulations.
9. Catch at least one fish and identify it. [With s kill and luck.]

The badge requirements do allow the option to eat a fish that you catch. Deciding whether it is safe or healthy to eat a fish you catch is a decision you should make with your family and should be informed by your knowledge of fish species and of water quality.

Information about fishing, water quality, and fish species affected by various forms of pollution is below.

General information about fresh water fishing in Virginia: <http://www.dgif.virginia.gov/fishing/>

General information about saltwater fishing in Virginia: <http://www.mrc.virginia.gov/>



**Is the fish good to eat? For a map of local waters and fish advisories:**

<http://www.vdh.virginia.gov/epidemiology/DEE/PublicHealthToxicology/Advisories/index.htm>

General information about water quality and fishing:

<http://www.vdh.virginia.gov/epidemiology/DEE/Waterborne/documents/RecWater.pdf>

<http://www.vdh.virginia.gov/Epidemiology/DEE/publichealthtoxicology/documents/pdf/>

[FAQFishConsumptionAdvisory.pdf](#)

**Some popular local places to go fishing.**

Riverbend Park: <http://www.fairfaxcounty.gov/parks/riverbend-park/fishing.htm>

Burke Lake: <http://www.dgif.virginia.gov/fishing/waterbodies/display.asp?id=26&section=fishing>

Occoquan Reservoir: <http://www.dgif.virginia.gov/fishing/waterbodies/display.asp?id=97>

**Information about and places to go for trout fishing:**

<http://www.dgif.virginia.gov/fishing/trout/>

<http://www.dgif.virginia.gov/fishing/trout/delayed-harvest-waters/>

<http://www.fairfaxcounty.gov/parks/troutfishing10.htm>

[http://www.nps.gov/shen/parkmgmt/upload/fishing\\_regulations.pdf](http://www.nps.gov/shen/parkmgmt/upload/fishing_regulations.pdf)

# FISHING MERIT BADGE

## More Resources

### Books

- Baron, Frank P. *What Fish Don't Want You to Know: An Insider's Guide to Freshwater Fishing*. Ragged Mountain Press, 2004.
- Bashline, Sylvia. *The New Cleaning & Cooking Fish: The Complete Guide to Preparing Delicious Freshwater Fish*. Creative Publishing International, 1999.
- Circle, Homer. *Bass Wisdom*. The Lyons Press, 2000.
- Earnhardt, Tom. *Boats for Fishermen*. The Lyons Press, 2001.
- Kaminsky, Peter. *Fishing for Dummies*. IDG Books Worldwide, 1997.
- Maas, Dave. *Kids Gone Fishin'*. Creative Publishing International, 2001.
- National Audubon Society. *National Audubon Society Field Guide to North American Fishes*. Knopf, 2002.
- Pfeiffer, C. Boyd. *The Complete Book of Tackle Making*. The Lyons Press, 1999.
- Rosko, Milt. *The Complete Book of Saltwater Fishing*. Krause Publications, 2001.
- Schultz, Ken. *Ken Schultz's Fishing Encyclopedia: Worldwide Angling Guide*. IDG Books Worldwide, 2000.
- Sousa, Robert J. *Learn to Fly Fish in 24 Hours*. Ragged Mountain Press, 2006.
- Vick, Noel. *Fishing on Ice*. Human Kinetics Publishers, 1999.
- Wilson, Geoff. *Geoff Wilson's Complete Book of Fishing Knots and Rigs*. Australian Fishing Network, 2006.

### Periodicals

*Field and Stream* and *Outdoor Life* magazines Web site: <http://fieldandstream.com> <sup>A</sup>or [http://](http://outdoorlife.com)

[outdoorlife.com](http://outdoorlife.com) <sup>A</sup>

### Organizations and Web Sites

American Sportfishing Association and Future Fisherman Foundation

Web sites: <http://www.asafishing.org> <sup>E</sup>Aand <http://www.futurefisherman.org> <sup>D</sup>

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Izaak Walton League of America

Web site: <http://www.iwla.org> <sup>A</sup>

Trout Unlimited

Web site: <http://www.tu.org> <sup>A</sup>

U.S. Fish and Wildlife Service

Web site: <http://www.fws.gov>





- b. Discuss the prevention of and treatment for the following health concerns that could occur while fishing, including cuts, scratches, puncture wounds, insect bites, hypothermia, dehydration, heat exhaustion, heatstroke, and sunburn.

Cuts:


Scratches:


Puncture wounds:


Insect bites:


Hypothermia:


Dehydration:


Heat exhaustion:


Heatstroke:


Sunburn:


c. Explain how to remove a hook that has lodged in your arm.


d. Name and explain five safety practices you should always follow while fishing.


2. Discuss the differences between two types of fishing outfits.

Type 1:

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Type 2:

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Differences:




Point out and identify the parts of several types of rods and reels. Explain how and when each would be used. Review with your counselor how to care for this equipment.

Example of a Spinning Rod & Reel



Example of a Salt Water Trolling Rod & Reel



How used:

When used:

Care:


Example of an Ice Fishing Rod & Reel



Example of a Fly Fishing Rod & Reel



How used:

When used:

Care:


- 3. Demonstrate the proper use of two different types of fishing equipment.
- 4. Demonstrate how to tie the following knots: improved clinch knot, Palomar knot, uni knot, uni to uni knot, and arbor knot. Explain how and when each knot is used.

<input type="checkbox"/> Improved clinch,	
<input type="checkbox"/> Palomar knot,	
<input type="checkbox"/> Uni knot	
<input type="checkbox"/> Uni to uni knot	
<input type="checkbox"/> arbor knot.	

- 5. Name and identify five Artificial Lures and five Natural Baits and explain how to fish with them.

Artificial Lures: *(Here are some examples)*

				

	Artificial Lures	How to fish with it:
1.		
2.		
3.		
4.		
5.		

	Natural Baits	How to fish with it:
1.		
2.		
3.		
4.		
5.		

Explain why bait fish are not to be released.


6. Do the following:

- a. Explain the importance of practicing Leave No Trace techniques. Discuss the positive effects of Leave No Trace on fishing resources.


- b. Discuss the meaning and importance of catch and release.


Describe how to properly release a fish safely to the water.


- 7. Obtain and review a copy of the regulations affecting game fishing where you live. Explain why they were adopted and what you accomplish by following them.


- 8. Explain what good outdoor sportsmanlike behavior is and how it relates to anglers.


Tell how the Outdoor Code of the Boy Scouts of America relates to a fishing enthusiast, including the aspects of littering, trespassing, courteous behavior, and obeying fishing regulations.

How it relates to fishing:


Littering:


Trespassing:


Courteous behavior:


Obeying fishing regulations:


- 9. Catch at least one fish and identify it.

Identify the fish

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- 10. If regulations and health concerns permit, clean and cook a fish you have caught.

- Otherwise, acquire a fish and cook it. (You do not need to eat your fish.)

**Requirement resources can be found here:**

[http://www.meritbadge.org/wiki/index.php/Fishing#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Fishing#Requirement_resources)

## Wilderness Use Policy of the Boy Scouts of America

All privately or publicly owned backcountry land and designated wildernesses are included in the term “wilderness areas” in this policy. The Outdoor Code of the Boy Scouts of America and the principles of Leave No Trace apply to outdoor behavior generally, but for treks into wilderness areas, minimum-impact camping methods must be used. Within the outdoor program of the Boy Scouts of America, there are many different camping-skill levels. Camping practices that are appropriate for day outings, long-term Scout camp, or short-term unit camping might not apply to wilderness areas. Wherever they go, Scouts need to adopt attitudes and patterns of behavior that respect the rights of others, including future generations, to enjoy the outdoors.

- In wilderness areas, it is crucial to minimize human impact, particularly on fragile ecosystems such as mountains, lakes and streams, deserts, and seashores. Because our impact varies from one season of the year to the next, it becomes important for us to adjust to these changing conditions to avoid damaging the environment.
- The Boy Scouts of America emphasizes these practices for all troops, teams, and crews planning to use wilderness areas:
- Contact the landowner or land-managing agency (USDA Forest Service, National Park Service, Bureau of Land Management, U.S. Fish and Wildlife Service, U.S. Army Corps of Engineers, state and private agencies, etc.) well before an outing to learn the regulations for that area, including group size limits, to obtain required permits and current maps, and to discuss ways Scouts can fulfill the expectations of property owners or land managers.
- Obtain a tour permit (available through local council service centers), meet all of its conditions, and carry it during the trip.
- Review the appropriate BSA safety literature relating to planned activities. (See Safe Swim Defense, Safety Afloat, Climb On Safely, and Trek Safely.) Also see the Guide to Safe Scouting on the BSA Web site at <http://www.scouting.org/pubs/gss/toc.html> for more information on current BSA policies and procedures for ensuring safe activities, as well as the Fieldbook Web site at <http://www.bsafieldbook.org>.
- Match the ruggedness of high-adventure experiences to the skills, physical ability, and maturity of those taking part. Save rugged treks for older unit members who are more proficient and experienced in outdoor skills.
- Conduct pretrip training for your group that stresses proper wilderness behavior, rules, and skills for all of the conditions that may be encountered, including lightning, missing person, wildfire, high winds, flooding, and emergency medical situations.
- Participate in training in how to apply the principles of Leave No Trace, and be proficient and experienced in the leadership and skills required for treks into wilderness areas.
- Adhere to the principles of Leave No Trace.

### ***The Principles of Leave No Trace***

1. Plan Ahead and Prepare
2. Travel and Camp on Durable Surfaces
3. Dispose of Waste Properly (Pack It In, Pack It Out)
4. Leave What You Find
5. Minimize Campfire Impacts
6. Respect Wildlife
7. Be Considerate of Other Visitors

### ***Outdoor Code***

As an American, I will do my best to—

***Be clean in my outdoor manners.*** I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

***Be careful with fire.*** I will prevent wildfire. I will build my fires only when and where they are appropriate. When I have finished using a fire, I will make sure it is cold out. I will leave a clean fire ring, or remove all evidence of my fire.

***Be considerate in the outdoors.*** I will treat public and private property with respect. I will follow the principles of Leave No Trace for all outdoor activities.

***Be conservation-minded.*** I will learn about and practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

## **Important excerpts from the Guide To Advancement - 2015, No. 33088 (SKU-620573)**

### **[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 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. If merit badge counseling or instruction includes any Web-based interaction, it must be conducted in accordance with the BSA Social Media Guidelines (<http://www.scouting.org/Marketing/Resources/SocialMedia>). For example, always copy one or more authorized adults on email messages between counselors and Scouts.

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, fairs, clinics, 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.

- A culture is established for merit badge group instructional events that partial completions are acceptable expected results.
- A guide or information sheet is distributed in advance of events that promotes the acceptability of partials, explains how merit badges can be finished after events, lists merit badge prerequisites, and provides other helpful information that will establish realistic expectations for the number of merit badges that can be earned at an event.
- 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 to sign off only requirements that Scouts have actually and personally completed.
- 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.

It is permissible for guest speakers, guest experts, or others who are not merit badge counselors to assist in the counseling process. Those providing such assistance must be under the direction of a registered and approved counselor who is readily available onsite, and provides personal supervision to assure all applicable BSA policies and procedures—including those related to BSA Youth Protection—are in place and followed.

### **[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. Partial completions 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.