



# Fly Fishing

## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2012 • This workbook was updated in June 2012.

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 **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

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1. Do the following: \_\_\_\_\_

- a. Explain to your counselor the most likely hazards you may encounter while participating in fly-fishing activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards. \_\_\_\_\_

Hazards: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What you should do to anticipate, help prevent, mitigate, and respond to these hazards. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

- b. Discuss the prevention of and treatment health concerns that could occur while fly-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. \_\_\_\_\_  
\_\_\_\_\_

2. Demonstrate how to match a fly rod, line and leader to achieve a balanced system.

Discuss several types of fly lines, and explain how and when each would be used. Review with your counselor how to care for this equipment.

Type	Use & Care
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Demonstrate how to tie proper knots to prepare a fly rod for fishing:

- a. Tie a backing to a fly reel spool using the arbor knot
- b. Attach backing to fly line using the nail knot
- c. Attach a leader to fly line using the needle knot, nail knot or loop-to-loop connection
- d. Add tippet to a leader using a loop-to-loop connection or blood knot
- e. Tie a fly onto the terminal end of the leader using the improved clinch knot

4. Explain how and when each of the following types of flies is used: dry flies, wet flies, nymphs, streamers, bass bugs, poppers and saltwater flies. Tell what each one imitates.

Dry flies - Use: \_\_\_\_\_

imitates: \_\_\_\_\_

Wet flies - Use: \_\_\_\_\_

imitates: \_\_\_\_\_

Nymphs - Use: \_\_\_\_\_

imitates: \_\_\_\_\_

Streamers - Use: \_\_\_\_\_

imitates: \_\_\_\_\_

Bass bugs - Use: \_\_\_\_\_

imitates: \_\_\_\_\_

Poppers. - Use: \_\_\_\_\_

imitates: \_\_\_\_\_

Saltwater flies - Use: \_\_\_\_\_

imitates: \_\_\_\_\_

Tie at least two types of the flies mentioned in this requirement.

1. \_\_\_\_\_

2. \_\_\_\_\_

5. Demonstrate the ability to cast a fly 30 feet consistently and accurately using both overhead and roll cast techniques. \_\_\_\_

6. Go to a suitable fishing location and observe what fish may be eating both above and below the water's surface. \_\_\_\_\_

Above: \_\_\_\_\_

Below: \_\_\_\_\_

Look for flying insects and some that may be on or beneath the water's surface. Explain the importance of matching the hatch. \_\_\_\_\_

7. 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. \_\_\_\_\_  
\_\_\_\_\_

8. 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. \_\_\_\_\_  
\_\_\_\_\_

9. Discuss 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: \_\_\_\_\_  
\_\_\_\_\_

10. Catch at least one fish. If regulations and health concerns permit, clean and cook a fish you have caught. Otherwise, acquire a fish and cook it.

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Fly\\_Fishing#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Fly_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’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the *official* Boy Scouts of America source on advancement policies and procedures.

- **[ Inside front cover, and 5.0.1.4 ] — 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 disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[ Inside front cover, and 7.0.1.1 ] — 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. [Note: Always reference the online version, which is updated quarterly.]
- **[ 7.0.3.1 ] — The Buddy System and Certifying Completion**  
Youth members must not meet one-on-one with adults. 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. 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 certification. 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.
- **[ 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 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. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- **[ 7.0.3.3 ] — Partial Completions**  
Scouts need not pass all requirements with one counselor. 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, he or she does not retain the counselor’s 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 Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.