

IGFA Fishing Hall of Fame & Museum

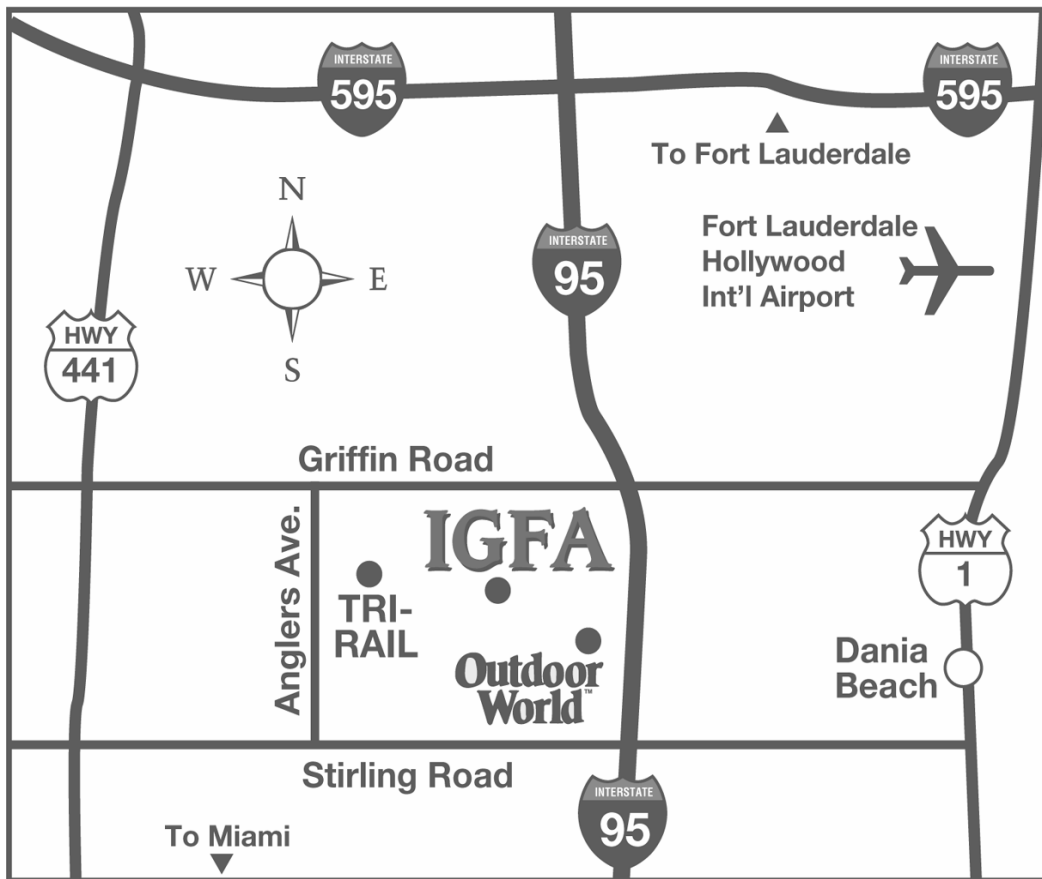
300 Gulf Stream Way, Dania Beach, Florida 33004

Education Department

Phone: (954) 924-4309 Fax: (954) 924-4299

Education Department: Reservations@igfa.org

Web Address: www.igfa.org



I-95 to Griffin Road West.

Cross railroad tracks to Anglers Avenue (1st traffic light), turn left.

Continue to Gulf Stream Way (1st traffic light), turn left.

Pass Tri-Rail station to IGFA (on the north side, next to Outdoor World).

Welcome to the IGFA Fishing Hall of Fame & Museum

Please follow the below schedule stopping at each station for 15 minutes according to your arrival and departure times.

Gallery/ Location/ Station	Description	Fill in time (15 min.)
<i>Changing Gallery</i>	Visit this seasonally changing exhibit which showcases notable fisheries issues	
<i>Legacy Gallery</i>	Learn about the history of IGFA, gamefishing and its pioneers	
<i>World Records Gallery</i>	Explore current world records through our touch screen computers	
<i>Discovery Room</i>	Enjoy magnetic fishing, make a fish rubbing, or color your favorite fish	
<i>Places Gallery</i>	Find the perfect place to catch your trophy fish	
<i>Wetlands</i>	See a restored Florida wetland. Look for fish, alligators, turtles and birds.	
<i>Catch Gallery</i>	Catch Tarpon, Bass, Trout, Marlin and Sailfish on the fishing simulators	
<i>Tackle Gallery</i>	Discover dozens of antique and contemporary pieces of fishing equipment	
<i>Marina</i>	A variety of boats await you in the marina just outside the Tackle Gallery	
<i>Fish Gallery</i>	Learn about fish anatomy and their different habitats	
<i>Movie</i>	18 minute film describing the love of fishing. <u>Movie times are:</u> 10:10, 10:35, 11:00, 11:25, 11:50, 12:15, 12:40, 1:05, 1:30, 1:55, 2:20, 2:45, 3:10, 3:35, 4:00, 4:25, 4:50, 5:15, 5:40	
<i>Lab</i>	If you are experiencing one of our educational labs, make sure you save time for an hour of learning! (Labs are 1 hour each depending on your start time.)	
LUNCH	In the courtyard or marina, depending on availability	

When going through the museum, please rotate through the different stations. It is **required** that no more than one group is at a station simultaneously. This will insure a comfortable and pleasant tour through the museum for everyone. For the movie, lunch and possibly the lab, you will have to adjust your rotation accordingly.

The lunch areas accommodate no more than 40-50 students at a time.

For everyone's safety, please enforce the following **MUSEUM RULES**:

- A **1:10** chaperone to child ratio is **REQUIRED**.
- Chaperones must be with the children and **supervise** the children at **ALL** times.
- The fishing rods at the fishing simulators are not toys and **MUST** be handled with care. **Your group will be held responsible for any damages that go beyond normal wear and tear.**
- No running or yelling in the museum. Please keep your voices to a minimum.
- This is a hands-on museum, but please do not touch artwork or artifacts that are behind windows, ropes or bars.
- This is the chaperone's responsibility, and they will be held responsible.
- Food and drinks are not permitted throughout the museum. Please make sure all trash is in it's proper place.

Failure to follow these rules will result in an unpleasant visit to you and to the rest of our guests and you may be asked to leave.

Most importantly, the children must be safe and have FUN!

If there are any questions or concerns, please call prior to your visit: 954-924-4309.

Field Trip Opportunities

With the worldwide systematic decline of many fish species, conservation and education have become important priorities for IGFA and environmentalists throughout the world.

For self-guided visits, enjoy the seven galleries, wetlands and movie with a teacher or chaperone. The IGFA library is accessible to all students and teachers. There are thousands of resources for your enjoyment and research. Please allow at least two hours for your visit. Scavenger hunts and bonus questions are available on our website at www.igfa.org.

Educational programs at IGFA are available Monday through Sunday and are offered to all groups. Programs begin at 10:00 a.m.; class size for programs is a minimum of 20 and a maximum of 30. Larger groups may be accommodated with multiple programs in one day and multiple day visits. Educational programs include the self-guided visit and meet Sunshine State Standards for science, language arts, and math. A list of the standards for each lab is available on our website and upon request.

To help with this global mission, IGFA is bringing these programs to your classroom. The IGFA outreach program requires a minimum of 20 and a maximum of 30 students per class and two – four programs a day.

One-hour Programs (choose one):

Adaptations – Students will observe and identify different physical adaptations (scales, mouths, body shapes, and fin shapes) that fish use to help them successfully survive in their aquatic environment. They will gain an understanding of how physical structure(s) influences and determines function (i.e. a flounder's flat body will dictate its sedentary, bottom-dwelling position). (Grades 5-12)

Creatures of the Deep – Students will identify the five layers of the ocean; Epilagic, Mesopelagic, Bathypelagic, Abyssopelagic and Hadalpelagic. They will learn what types of fish can be found at these extreme depths and understand how and why they are able to survive in such extreme conditions. Students will use what they learned to design their own species of deep sea creature using simple arts and crafts. (Grades K-3)

FCAT – Students will review what it means to observe the natural world as well as how to ask questions, and infer information. Grades K-3 will observe and describe various types of creatures that inhabit South Florida's marine habitats and grades 4-5 will bring their skills to the next level as they conduct experiments, follow them through to completion, and present the results. All groups in all grade levels will share their information and review the importance of collaboration in science as one of the necessary skills in research. (Grades K-5)

Field Water Chemistry – Students will measure several water quality parameters in the IGFA wetlands and determine the importance of each parameter to the environment. Once measurements are taken, students will assess the health of the water and experience some of the same struggles real field biologists encounter. (Grades 9-12) *This is not available as an outreach program.*

Fishing Clinic 1 (Equipment & Regulations) – Participants will learn about fishing equipment, bait, knots, regulations, catch & release and fishing safety. Examples of a variety of different fishing tackle will be presented to give students a hands-on learning experience. (Grades 3-12)

The Ins & Outs of Ichthyology – Students will examine, in some detail, the external and internal anatomy of a fish. Only by dissecting can you really appreciate the structural and functional role of the many organs, fins, and other parts of a fish. Students will learn about the relationship between an organ's texture, location, and function. During the dissection, instructors will discuss how the different structures and organs function to aid in its survival. Many aspects of its structural and functional organization are identical with those of other animals, including humans; this activity is designed to teach some of the differences and similarities between fish and humans. (Grades 6-12)

Water Chemistry – Students will measure several water quality parameters that are important to fish health: salinity, temperature, dissolved oxygen, nitrate, phosphate, and pH. Once measurements are taken, students will assess the health of the water. (Grades 6-12)

Sharks – Students will assess their existing knowledge about sharks and identify what information is fact and what is false. While working as a team, students will observe and identify different physical adaptations (tooth shape, tail shape, scent, camouflage and electroreception) that sharks use to help them successfully survive in their aquatic environment. They will gain an understanding of what type of marine habitats sharks live in and why sharks are called the top predators in these habitats. (Grades 5-12)

Marine Mammals – Have you ever wondered how marine mammals know where to migrate or how they stay warm in sometimes frigid water? Join us during the Marine Mammals lab for an in-depth study of the adaptations that allow these fascinating creatures to survive in the vast oceans. Students will rotate through different stations to discover how baleen is used, experience how blubber keeps marine mammals warm, and learn the importance of echolocation. Students will also be able to see and touch replica bones to distinguish which mammals they belong to! (Grades 6-12)

Half-hour Programs (choose 2):

Touch Tank – This program provides students a chance to get up close and personal with various types of creatures that inhabit South Florida's marine habitats. Students will have the opportunity to gently touch organisms commonly found in the mangroves, seagrasses, and coral reefs while learning how human interference has affected these habitats. Models depicting each habitat are used to teach the importance of these fragile ecosystems and that organisms depend on them for protection and food. (Grades K-12)

Enviroscape – With the Enviroscape, students become members of a coastal community where they learn how pollution affects the watershed. Students learn how the aquifer of South Florida cleans their drinking water and how what they do everyday affects our habitat through learning about their watershed. (Grades 3-12)

Fish Play – The Fish Play is a great way to teach young children the importance of various habitats and how the shape of the fish determines the type of environment it can live in. Select students wear costumes and have scripts just like in a real play! (Grades K-3)

Fish Printing – Students who do Fish Printing, or as the Japanese call it, Gyotaku (guh-YO-tah-koo), learn the external morphology of a fish and construct an original piece of art to take home. Students will flex their artistic abilities by painting, printing fish and coloring, and their habitats. (Grades K-5)

Wetlands – Students will observe the different habitats that are created by the variations in elevation. They will learn what a wetland is and the many components that make up a wetland, the different types of wetlands, identify plants and animals and become conscious of their impact on their local wetlands in South Florida, the Everglades. (Grades 3-12) *This is not available as an outreach program.*

Two and a half-hour Program:

Fishing Clinic 2 – This clinic incorporates the Fishing Clinic 1 program along with fishing in IGFA's front pond. We provide equipment and bait! The cost is \$12.00/child. To run the clinic, a minimum of 20 students is needed and chaperone assistance is required. For smaller and larger group sizes, please contact Reservations. (Grades 3-12). *This is not available as an outreach program.*

****NOTE**** Reserve your field trip dates today—Dates fill up quickly!

For Information & Reservations: 954-924-4309 / Fax: 954-924-4299 / reservations@igfa.org

www.igfa.org

Program Scheduling Information

Scheduling Your Group

You must have a minimum of 15 participants to receive the group rate. You may schedule any school or youth educational program by calling the museum's education department from 9 a.m. – 5 p.m. Monday through Friday or emailing reservations@igfa.org. Reservations are not confirmed until an IGFA staff member contacts you. **IGFA will charge a \$100 cancellation/"no show" fee if a group does not cancel at least 30 business days prior to date of visit.**

Chaperones

We **require** a minimum of one adult chaperone per 10 students (1:10). A one to five chaperone to student ratio (1:5) will be granted **free** of charge. Additional chaperones will be charged the adult group discounted rate. IGFA reserves the right to deny museum entry to any group that does not meet the 1:10 chaperone ratio requirement and groups that do not comply with museum rules. **CHAPERONES MUST STAY IN THE SAME GALLERY WITH THEIR GROUP AT ALL TIMES. Failure to comply with this rule will result in a visit termination.**

Museum Rules

- **No** running or yelling in the museum. Please keep your voices to a minimum.
- **Chaperone must be with the children and supervise the children at all times.**
- This is a hands-on museum, but please do not touch artwork, artifacts or anything behind windows, ropes, or bars.
- It is the **chaperones' responsibility** to make sure children comply by museum rules; you will be held responsible for any damages.
- Food and drinks are **NOT** permitted throughout the museum. Food is only allowed in the marina and courtyard areas for lunch.
- Please make sure that trash is placed **in** the garbage bins.
- The equipment at the fishing simulators **MUST** be handled with care and chaperones must be supervising the children closely. **If museum staff is witness to your group misusing or breaking the equipment, your organization or school will be invoiced for any damages and your group may be asked to leave.**

Pricing Schedule

General Museum Admission		Outreach Programs	Field Trip Opportunities			
			<u>With IGFA Certification*</u>	<u>Without IGFA Certification</u>		
Children	\$5.00	\$7.00/Child	Self-guided visit	\$4.00	Self-guided visit (Child)	\$4.50
Adults	\$8.00		Lab program	\$7.00	Self-guided visit (Adult)	\$5.00
Seniors	\$5.00				Lab program	\$8.00
					Seniors	\$4.50
					Fishing Clinic II	\$12.00

* IGFA Certification is given to teachers who have attended an IGFA Teacher Workshop.

Museum Gift Shop

The museum store is open 10 a.m. – 6 p.m. Groups should allow time for students who have brought monies to visit the store. Chaperones must accompany students. The Gift Shop allows **ONLY 5 students at a time with an adult chaperone**. Students are encouraged to bring \$5-\$10 for a museum souvenir. With proper ID, teachers will receive a 10% discount on items purchased for educational purposes.

Grants:

Fish Florida www.fishfloridatag.org

Title 1 Schools Grant – Fish Florida has provided IGFA with grant monies to provide Title 1 Schools field trips for self-guided tours at the International Fishing Hall of Fame which can also include educational laboratory programs at IGFA. The monies can also be put toward educational programs in the schools. Please contact Veronica Woods, Education Manager, at 954-924-4309 to request support for your school to participate in a fun, hands-on, educational program while funds last.

The Student Enrichment in the Arts (SEAS) Grant www.browardschools.com/seas

This grant is available through your school. Please check with your principal. Funds are available for the 2010-2011 school year. Your visit to the museum may be free!

Fish Florida's Grant Program www.fishfloridatag.org

Fish Florida's grant program may be able to help your group in its quest to learn about marine fisheries and ethical angling. Application deadline is May 1st (applications approved in August) and November 1st (applications approved in February). For more information please visit the website.

Future Fisherman Foundation (FFF) www.futurefisherman.org

The Future Fisherman Foundation unites the sportfishing industry with a nationwide network of state outdoor educators, national conservation groups, and youth organizations. They offer a variety of fishing and boating programs, equipment, and services to community groups and schools across the country. Their efforts help people of all ages have safe and enjoyable fishing experiences that foster conservation ethics. For more information, please visit the website.

Recreational Boating and Fishing Foundation (RBFF) www.rbff.org

The Recreational Boating & Fishing Foundation is a nonprofit organization whose mission is to increase participation in recreational angling and boating and thereby increase public awareness and appreciation of the need for protecting, conserving and restoring this nation's aquatic natural resources. RBFF has provided IGFA with grant monies to provide educational programs at your school through our Outreach Program. These programs include lab programs, career days, guest speakers, seminars and custom programs. Please contact Veronica Woods, Education Manager, at 954-924-4309 to request support for your school to participate in a fun, hands-on, educational program while funds last.

For Information & Reservations: 954-924-4309 / Fax: 954-924-4299 / reservations@igfa.org / www.igfa.org



OUTREACH PROGRAM CHECKLIST

Please email or make copies of this checklist to each participating teacher to help them prepare for our visit. Please coordinate your day(s) so that students will rotate through a **stationary classroom** for their program.

- ▶ Email or fax your daily schedule to IGFA no less than **4 weeks prior** to your program date
- ▶ Be aware of your scheduled time
- ▶ Schedule a 30 minute lunch break for our instructor if scheduling **3 or more classes** per day
- ▶ Notify front office prior to visit date of our arrival
- ▶ We plan to arrive in your classroom 45-60 minutes ahead of your scheduled time to unpack our materials
- ▶ Please allow 5-10 minutes of transition time between groups
- ▶ Let us know where we will be set up (i.e. room #, library, etc.)

LAB	CLASSROOM REQUIREMENTS
Adaptations	Have the classroom set up in 4 stations with approximately 6 students per station.
Creatures of the Deep	Have the classroom set up in 4 stations with approximately 6 students per lab. Have table/counter in front of room for instructor. Please also have: <ul style="list-style-type: none"> • dry erase board (cleared) • 2-4 volunteers
Enviroscape	Have the classroom set up as usual. Have one <u>large</u> table in front of room for instructor. Please also have: <ul style="list-style-type: none"> • sink • water
Fish Play	Have the classroom set up as usual. Leave ample room for students to walk between desks during the play. If possible, have one desk or table in front of the room.
Fish Printing	Have the classroom set up in 4 stations with approximately 6 students per station. Have table/counter in front of room for instructor. Please also have: <ul style="list-style-type: none"> • sink • water • volunteers (2-4)
Fishing Clinic I	Have the classroom set up as usual or as it is for presentations. Have one table in the front of the classroom for instructor.
Ins & Outs of Ichthyology	Ideally this would be done in a science lab. Otherwise, Have the classroom set up in 5 stations with approx. 5 students per station. Have table/counter in front of room for instructor. Please also have:

	<ul style="list-style-type: none"> • sink • water • soap • paper towels • large garbage bin with heavy duty bag (double bag the garbage can if possible) • Extra table coverings or newspaper – this is a messy lab
Marine Mammals	<p>Have the classroom set up in 4 stations with approximately 6 students per station. Have 2 tables in front or side of room for instructor.</p> <ul style="list-style-type: none"> • sink • water
Sharks	<p>Have the classroom set up in 4 stations with approximately 6 students per station.</p>
Touch Tank	<p>Have the classroom set up as usual. Have table/counter in front of room for instructor. Make sure a power outlet is available near the front of the room.</p>
Water Chemistry	<p>Have the classroom set up in 4 stations with approximately 6 students per station. Have table/counter in front or side of room for instructor.</p> <ul style="list-style-type: none"> • sink • water

Lab and Lunch Schedule Templates:

1 HOUR LABS:

Group A	Lab 10-11	Lunch 11-11:30
Group B	11-12	12-12:30
Group C	12-1	11:30-12
Group D	1-2	12:30-1

45 MINUTE LABS:

Group A	Lab	Lunch	Movie Time	Catch Gallery	Wetlands	Free Museum Time
	9:45-10:30	12-12:30	10:35	11-11:30	11:30-12	12:30-1:30
Group B	10:30-11:15	12-12:30	10:10	11:30-12	12:30-1	11:15-11:30 & 1-1:30
Group C	11:15-12	12:30-1	10:35	12-12:30	1-1:30	10-10:30 & 11-11:15
Group D	12-12:45	11:30-12	11:00	10-10:30	10:30-11	12:45-1:30
Group E	12:45-1:30	11:30-12	10:10	10:30-11	11-11:30	12-12:45



These activities meet the following

Florida Sunshine State Standards:

Adaptations (5th-12th grade)

SC.5.L.14.2	SC.G.2.3	LA.6.5.1.In.a	LA.8.5.2.In.a	LA.A.2.3
SC.5.L.15.1	SC.G.2.4	LA.6.5.2.In.a	LA.910.3.1.In.a	LA.B.2.4
SC.5.L.17.1	LA.5.1.6.In.a	LA.7.1.6.In.a	LA.910.4.2.In.a	LA.C.1.2
SC.D.2.3	LA.5.4.2.In.a	LA.7.3.1.In.a	LA.910.4.2.In.b	LA.C.1.3
SC.F.1.2	LA.5.4.2.In.b	LA.7.4.2.In.a	LA.910.5.1.In.a	LA.C.1.4
SC.F.1.3	LA.5.5.1.In.a	LA.7.4.2.In.b	LA.910.5.2.In.a	LA.C.2.2
SC.F.1.4	LA.5.5.2.In.a	LA.7.5.1.In.a	LA.1112.3.1.In.a	LA.C.3.2
SC.F.2.3	LA.5.6.1.In.a	LA.7.5.2.In.a	LA.1112.4.2.In.a	LA.C.3.3
SC.G.1.2	LA.6.1.6.In.a	LA.8.3.1.In.a	LA.1112.4.2.In.b	
SC.G.1.3	LA.6.3.1.In.a	LA.8.4.2.In.a	LA.1112.5.1.In.a	
SC.G.1.4	LA.6.4.2.In.a	LA.8.4.2.In.b	LA.1112.5.2.In.a	
SC.G.2.2	LA.6.4.2.In.b	LA.8.5.1.In.a	LA.A.1.3	

Creatures of the Deep (K-3rd grade)

SC.K.P.9.1	LA.K.5.2.In.a	LA.C.1.1	MA.B.3.2	SS.3.G.1.In.f
SC.2.L.17.2	LA.1.5.2.In.b	LA.C.1.2	SS.K.A.3.In.a	SS.B.1.2
SC.F.1.1	LA.1.5.2.In.c	LA.C.2.1	SS.K.G.1.In.a	VA.A.1.1
SC.F.1.2	LA.1.5.2.In.f	LA.C.2.2	SS.K.G.3.In.b	VA.A.1.2
SC.F.2.1	LA.2.1.6.In.a	LA.D.1.1	SS.1.A.3.In.a	VA.B.1.2
SC.G.1.1	LA.2.3.2.In.a	MA.2.G.3.1	SS.2.A.1.In.a	
SC.G.1.2	LA.3.1.6.In.a	MA.A.1.2	SS.2.A.3.In.a	
LA.K.1.6.In.a	LA.3.3.2.In.a	MA.B.2.2	SS.3.A.1.In.a	

Enviroscape (3-12th grade)

SC.K.N.1.5	SC.912.L.17.14	LA.1.5.2.In.a	LA.8.5.2.In.a	SS.B.1.2
SC.I.E.6.1	SC.912.L.17.20	LA.4.1.6.In.a	LA.910.1.6.In.a	SS.B.1.3
SC.I.E.6.2	SC.D.1.3	LA.4.5.2.In.a	LA.910.5.2.In.a	SS.B.1.4
SC.1.L.17.1	SC.D.2.2	LA.4.5.2.In.c	LA.1112.1.6.In.a	SS.B.2.2
SC.3.N.3.2	SC.D.2.3	LA.5.1.6.In.a	LA.1112.5.2.In.a	SS.B.2.3
SC.4.P.10.4	SC.G.2.2	LA.5.5.2.In.a	LA.C.1.2	SS.B.2.4
SC.4.L.17.1	SC.G.2.3	LA.6.1.6.In.a	LA.C.1.3	SS.D.1.2
SC.4.L.17.4	SC.H.1.2	LA.6.5.2.In.a	LA.C.1.4	
SC.6.E.6.2	SC.H.2.2	LA.7.1.6.In.a	LA.C.2.2	
SC.6.E.7.7	SC.H.3.2	LA.7.5.2.In.a	LA.C.3.2	
SC.7.E.6.6	SC.H.3.4	LA.8.1.6.In.a	LA.C.3.3	

FCAT (K-5th grade)

LA.K.3.2.In.a	LA.5.4.2.In.b	SC.1.N.1.2	SC.2.L.17.2	SC.4.N.1.5
LA.1.3.2.In.a	LA.5.6.1.In.a	SC.1.N.1.3	SC.3.N.1.1	SC.4.N.1.6
LA.2.3.2.In.a	LA.5.6.2.In.a	SC.1.N.1.4	SC.3.N.1.2	SC.4.N.1.7
LA.3.3.2.In.a	LA.5.6.2.In.b	SC.1.E.5.3	SC.3.N.1.3	SC.4.N.1.8
LA.3.6.2.In.b	SC.K.N.1.1	SC.1.E.6.1	SC.3.N.1.4	SC.5.N.1.1
LA.4.4.2.In.a	SC.K.N.1.2	SC.1.P.12.1.	SC.3.N.1.5	SC.5.N.1.3
LA.4.4.2.In.b	SC.K.N.1.3	SC.1.L.14.1	SC.3.N.1.6	SC.5.N.1.4
LA.4.5.2.In.a	SC.K.N.1.4	SC.1.L.17.1	SC.3.N.1.7	SC.5.N.2.1
LA.4.5.2.In.b	SC.K.N.1.5	SC.2.N.1.1	SC.4.N.1.1	SC.5.N.2.2
LA.4.5.2.In.c	SC.K.P.12.1	SC.2.N.1.2	SC.4.N.1.2	
LA.4.6.2.In.b	SC.K.L.14.3	SC.2.N.1.3	SC.4.N.1.3	
LA.5.4.2.In.a	SC.1.N.1.1	SC.2.N.1.5	SC.4.N.1.4	

Field Water Chemistry (9th-12th grade)

SC.912.L.17.2	SC.H.3.4	LA.1112.3.1.In.a	LA.B.2.4	PE.912.R.1.5
SC.912.P.8.11	LA.910.3.1.In.a	LA.1112.4.2.In.a	LA.C.1.4	PE.912.R.2.1
SC.912.N.1.1	LA.910.4.2.In.a	LA.1112.4.2.In.b	MA.912.A.1.1	
SC.G.1.4	LA.910.4.2.In.b	LA.1112.5.1.In.a	MA.912.T.5.1	
SC.G.2.4	LA.910.5.1.In.a	LA.1112.5.2.In.a	MA.912.T.5.2	
SC.H.1.4	LA.910.5.2.In.a	LA.A.1.4	PE.912.R.1.3	

Fishing Clinic I (3rd-12th grade)

SC.D.2.2	SC.G.1.2	LA.4.5.2.In.c	LA.C.1.3	VA.A.1.2
SC.D.2.3	SC.G.1.3	LA.5.5.2.In.a	LA.C.1.4	VA.A.1.3
SC.F.1.2	SC.G.1.4	LA.6.5.2.In.a	LA.C.2.2	VA.A.1.4
SC.F.1.3	SC.G.2.2	LA.7.5.2.In.a	LA.C.2.4	VA.E.1.3
SC.F.1.4	SC.G.2.3	LA.A.1.2	LA.C.3.3	
SC.F.2.3	SC.G.2.4	LA.A.2.2	SS.B.2.2	
SC.F.2.4	LA.4.5.2.In.a	LA.C.1.2	SS.D.1.2	

Fishing Clinic II (3rd-12th grade)

SC.D.2.2	SC.G.2.4	PE.4.R.2.1	PE.7.R.2.1	PE.B.2.4
SC.D.2.3	LA.4.5.2.In.a	PE.5.M.1.1	PE.8.R.1.3	PE.C.1.3
SC.F.1.2	LA.4.5.2.In.c	PE.5.R.1.2	PE.8.R.1.4	PE.C.2.2
SC.F.1.3	LA.5.5.2.In.a	PE.5.R.2.3	PE.8.R.1.5	PE.C.2.3
SC.F.1.4	LA.6.5.2.In.a	PE.6.R.1.3	PE.8.R.2.1	PE.C.2.4
SC.F.2.3	LA.7.5.2.In.a	PE.6.R.1.4	PE.912.R.1.3	VA.A.1.2
SC.F.2.4	SS.B.2.2	PE.6.R.1.5	PE.912.R.1.4	VA.A.1.3
SC.G.1.2	SS.D.1.2	PE.6.R.2.1	PE.912.R.1.5	VA.A.1.4
SC.G.1.4	PE.3.M.1.1	PE.7.C.1.7	PE.912.R.2.1	VA.E.1.3
SC.G.1.4	PE.3.C.1.2	PE.7.R.1.3	PE.A.2.2	
SC.G.2.2	PE.4.M.1.1	PE.7.R.1.4	PE.B.2.2	
SC.G.2.3	PE.4.C.1.2	PE.7.R.1.5	PE.B.2.3	

Fish Play (K-3rd grade)

SC.F.1.1	LA.K.1.6.In.b	LA.1.5.2.In.c	LA.C.1.1	TH.A.1.1
SC.F.2.1	LA.K.5.2.In.a	LA.1.5.2.In.f	LA.C.2.1	TH.A.3.1
SC.G.1.1	LA.1.1.7.In.e	LA.2.2.1.In.b	LA.C.3.1	TH.C.1.1
SC.G.2.1	LA.1.5.2.In.a	LA.2.2.1.In.d	LA.D.1.1	VA.A.1.1
LA.K.1.6.In.a	LA.1.5.2.In.b	LA.A.1.1	LA.E.2.1	VA.C.1.1

Fish Printing (K-5th grade)

SC.K.N.1.4	LA.1.5.2.In.f	LA.C.2.2	SS.2.A.3.In.a	VA.C.1.2
SC.D.1.2	LA.2.3.2.In.a	LA.C.3.1.	SS.3.A.1.In.a	VA.E.1.1
SC.F.1.2	LA.3.3.2.In.a	SS.K.A.2.In.a	VA.A.1.1	VA.E.1.2
SC.G.1.2	LA.4.5.2.In.a	SS.K.A.3.In.a	VA.A.1.2	
LA.K.5.2.In.a	LA.C.1.1	SS.1.A.1.In.a	VA.B.1.1	
LA.1.5.2.In.a	LA.C.1.2	SS.1.A.3.In.a	VA.B.1.2	
LA.1.5.2.In.c	LA.C.2.1	SS.2.A.1.In.a	VA.C.1.1	

Ins and Outs of Ichthyology (6th-12th grade)

SC.912.N.1.1	SC.F.2.4	LA.6.1.6.In.a	LA.8.5.2.In.a	LA.A.2.3
SC.D.2.3	SC.G.1.3	LA.6.5.2.In.a	LA.910.1.6.In.a	LA.C.1.3
SC.F.1.3	SC.G.2.3	LA.7.1.6.In.a	LA.910.5.2.In.a	LA.C.1.4
SC.F.1.4	SC.G.2.4	LA.7.5.2.In.a	LA.1112.1.6.In.a	LA.C.2.4
SC.F.2.3	SC.H.3.3	LA.8.1.6.In.a	LA.1112.5.2.In.a	LA.C.3.3

Marine Mammals (6th-12th grade)

SC.6.L.15.1	LA.6.4.2.In.a	LA.7.5.1.In.a	LA.910.1.6.In.a	LA.1112.3.1.In.a
SC.7.P.10.3	LA.6.4.2.In.b	LA.7.5.2.In.a	LA.910.2.2.In.b	LA.1112.3.4.In.a
SC.912.L.17.2	LA.6.5.1.In.a	LA.8.1.6.In.a	LA.910.3.1.In.a	LA.1112.4.2.In.a
SC.912.N.1.1	LA.6.5.2.In.a	LA.8.2.2.In.b	LA.910.3.4.In.a	LA.1112.4.2.In.b
LA.6.1.6.In.a	LA.7.1.6.In.a	LA.8.3.1.In.a	LA.910.4.2.In.a	LA.1112.5.1.In.a
LA.6.2.2.In.a	LA.7.2.2.In.b	LA.8.3.4.In.a	LA.910.4.2.In.b	LA.1112.5.2.In.a
LA.6.2.2.In.b	LA.7.3.1.In.a	LA.8.4.2.In.a	LA.910.5.1.In.a	
LA.6.2.2.In.f	LA.7.3.4.In.a	LA.8.4.2.In.b	LA.910.5.2.In.a	
LA.6.3.1.In.a	LA.7.4.2.In.a	LA.8.5.1.In.a	LA.1112.1.6.In.a	
LA.6.3.4.In.a	LA.7.4.2.In.b	LA.8.5.2.In.a	LA.1112.2.2.In.b	

Shark (5th-12th grade)

SC.5.L.14.2	LA.6.3.1.In.a	LA.7.4.2.In.b	LA.8.5.2.In.a	LA.1112.4.2.In.a
SC.5.L.17.1	LA.6.4.2.In.a	LA.7.5.1.In.a	LA.910.3.1.In.a	LA.1112.4.2.In.b
LA.5.4.2.In.a	LA.6.4.2.In.b	LA.7.5.2.In.a	LA.910.4.2.In.a	LA.1112.5.1.In.a
LA.5.4.2.In.b	LA.6.5.1.In.a	LA.8.3.1.In.a	LA.910.4.2.In.b	LA.1112.5.2.In.a
LA.5.5.1.In.a	LA.6.5.2.In.a	LA.8.4.2.In.a	LA.910.5.1.In.a	
LA.5.5.2.In.a	LA.7.3.1.In.a	LA.8.4.2.In.b	LA.910.5.2.In.a	
LA.5.6.1.In.a	LA.7.4.2.In.a	LA.8.5.1.In.a	LA.1112.3.1.In.a	

Touch Tank (K-12th grade)

SC.K.N.1.2	SC.912.L.15.7	SC.G.2.3	LA.4.5.2.In.c	LA.C.1.3
SC.K.N.1.5	SC.B.2.2	SC.G.1.4	LA.5.5.2.In.a	LA.C.1.4
SC.K.P.12.1	SC.D.1.2	SC.H.1.2	LA.6.5.2.In.a	LA.C.2.2
SC.1.E.6.1	SC.D.2.3	SC.H.2.2	LA.7.5.2.In.a	LA.C.3.1

SC.1.L.14.1	SC.F.1.2	SC.H.3.2	LA.B.2.1	LA.C.3.2
SC.1.L.17.1	SC.G.1.2.	LA.1.5.2.In.a	LA.B.2.2	LA.C.3.3
SC.2.L.17.2	SC.G.1.3	LA.1.5.2.In.f	LA.C.1.1	LA.D.1.1
SC.6.L.15.1	SC.G.2.2	LA.4.5.2.In.a	LA.C.1.2	

Water Chemistry (6th-12th grade)

SC.6.N.1.4	SC.H.1.4	LA.7.4.2.In.b	LA.910.4.2.In.b	LA.B.2.3
SC.6.N.1.5	SC.H.2.3	LA.7.5.1.In.a	LA.910.5.1.In.a	LA.B.2.4
SC.7.E.6.6	SC.H.3.4	LA.7.5.2.In.a	LA.910.5.2.In.a	LA.C.1.3
SC.912.L.17.2	LA.6.1.6.In.a	LA.8.1.6.In.a	LA.1112.1.6.In.a	LA.C.1.4
SC.912.P.8.11	LA.6.3.1.In.a	LA.8.3.1.In.a	LA.1112.3.1.In.a	LA.C.3.3
SC.D.1.3	LA.6.4.2.In.a	LA.8.4.2.In.a	LA.1112.4.2.In.a	MA.6.A.2.2
SC.D.2.3	LA.6.4.2.In.b	LA.8.4.2.In.b	LA.1112.4.2.In.b	MA.6.A.3.1
SC.G.1.3	LA.6.5.1.In.a	LA.8.5.1.In.a	LA.1112.5.1.In.a	MA.7.P.7.1
SC.G.1.4	LA.6.5.2.In.a	LA.8.5.2.In.a	LA.1112.5.2.In.a	MA.7.P.7.2
SC.G.2.3	LA.7.1.6.In.a	LA.910.1.6.In.a	LA.A.1.3	MA.912.A.1.1
SC.G.2.4	LA.7.3.1.In.a	LA.910.3.1.In.a	LA.A.1.4	MA.912.T.5.1
SC.H.1.3	LA.7.4.2.In.a	LA.910.4.2.In.a	LA.A.2.3	MA.912.T.5.2

Wetlands (3rd-12th grade)

SC.4.L.17.1	SC.F.1.4	LA.5.5.2.In.a	LA.C.1.4	PE.7.R.2.1
SC.4.L.17.4	SC.G.1.2	LA.6.5.2.In.a	LA.C.3.2	PE.8.R.2.1
SC.912.L.17.4	SC.G.1.4	LA.7.5.2.In.a	PE.3.M.1.1	PE.912.R.2.1
SC.D.1.3	SC.G.2.2	LA.A.2.2	PE.3.R.1.4	
SC.D.2.2	SC.G.2.3	LA.A.2.3	PE.4.M.1.1	
SC.D.2.3	SC.G.2.4	LA.C.1.2	PE.5.M.1.1	
SC.F.1.2	LA.4.5.2.In.a	LA.C.1.3	PE.6.R.2.1	

Updated October 2011



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I agree to release, discharge and hold harmless the IGFA and its employees from any and all claims, actions and demands or whatsoever nature, including but not limited to any claims of libel or invasion of privacy arising out of or in connection with the use of any photographs, videos and/or film, and/or sounds recordings or any part thereof.

I have read the photo release form and understand the contents thereof.

Name/Relationship	Signature
School/Group Name	Child's Name
	Date



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Photo Release

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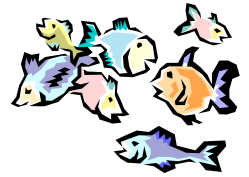
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Name/Relationship	Signature
School/Group Name	Child's Name
	Date



SCAVENGER HUNT



The Greats Hall

- Name the six fish on the IGFA logo. 1) _____ 2) _____
3) _____ 4) _____ 5) _____ 6) _____
- Pick a World Record Game Fish from the ceiling turn over your paper and do a rubbing of the fish name plate, recording the weight of the fish, type of tackle and where it was caught.

The Changing Gallery

- Pick your favorite painting and try to draw it.

The Legacy Gallery

- What do horses have to do with fishing? _____

- Find "The American Sportsman" program. What happens to Terry Bradshaw? _____

- Why are tag and release programs helpful? _____

World Records

Go to the Computers. How much does the biggest largemouth bass weigh? _____

Where was it caught? _____

Do you have any friends or relatives with a world record? Look them up.

The Places Gallery

- What is the name of the Bait and Tackle Shop? _____
- Look up Lake Tanganyika in Zambia, Africa. What type of fish might you find there? _____ and _____
- Relax on the couch. Where would you rather visit more? *New Zealand or Principe Island*
- Play the **Help a Habitat Game**. Is it GOOD or BAD to move a boat from one lake to another?
_____ Explain _____

The Wetlands

1. Can you find and draw a Common Moorhen, Mayan cichlid and a baby American Alligator?
2. Name three habitats you are walking through. _____, _____ and _____

The Catch Gallery

1. Why is **Kite Fishing** a good way to present bait fish to game fish? _____

2. Record your points _____ and weight _____ of **one** fish you caught.

The Tackle Gallery

1. Locate the “*Lures, Plugs and Slugs*” display. How many of the lures look like frogs? _____
2. Name **two knots** you tied at the knot table _____ and _____
3. Look up, How many rods are on the ceiling? _____

Go to the Marina, What are the 2 advantages of the Sportsfisherman Boat?

The Fish Gallery

1. Enter the Fish Gallery and go to your right. Name a fish that swims near the surface of the water _____ and one that lives on the bottom _____.
2. Locate the big fish model. What parts of the fish’s body are used for hearing.
_____ and _____
3. Estuaries serve as a nursery to which fish? _____
_____ and _____
4. **Pick one** of the ecological problems on the Fish Management Game:

White River, AK: Why are the trout dying? _____ What was done to fix it? _____

Chesapeake Bay: The Striped Bass population was on the verge of collapse due to overfishing in 1985, What did Management do to restore stocks? _____

Cache Creek, OK: Why was the stream dead? _____ How did they solve the problem? _____

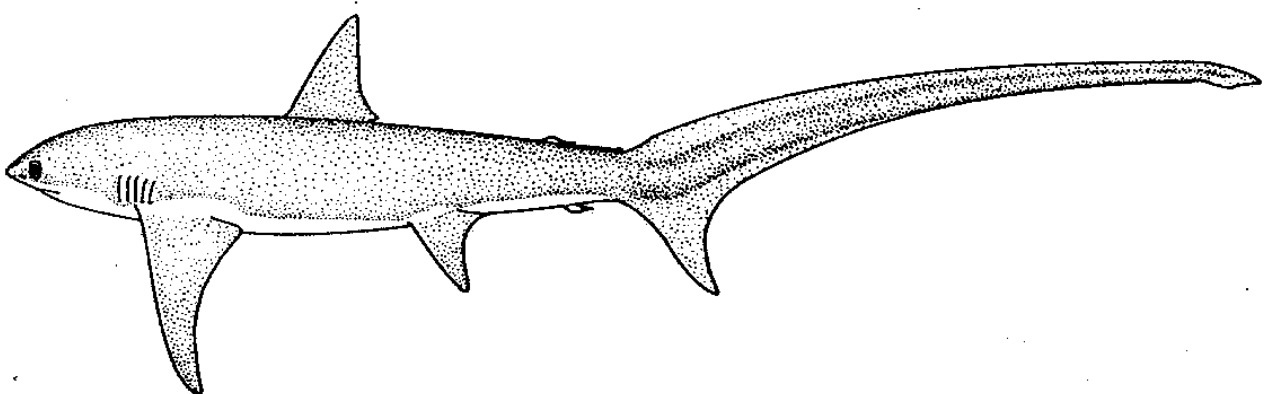
Lake Lochloosa, FL: What plant was causing problems? _____ How did they fix it? _____

Journey’s Movie

1. Who is journeying to Costa Rica? _____ Who is the fly fisherperson? _____ Who is the bass master? _____
_____ Who is a great grass flats fisherperson? _____

Bonus Questions

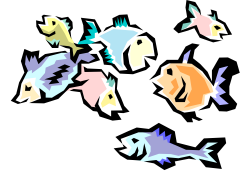
1. From what materials were the earliest fishing rods made?
2. What type of cast should you use in a tight spot?
 - a) While Fly Casting?
 - b) While Spin Casting?
3. What type of fishing does Joan Wulff do?
4. What year round fishing Hot Spot is near Australia?
5. What menu item nearly destroyed a game fish species?
6. What is the purpose of the barbels (whiskers) on a catfish?
7. Why are estuaries considered to be a harsh environment for ocean life?
8. What are the 4 fundamental types of casting?
9. In the Junior Angler room, where is the “Blue Plate Special” located?





SCAVENGER HUNT ANSWERS

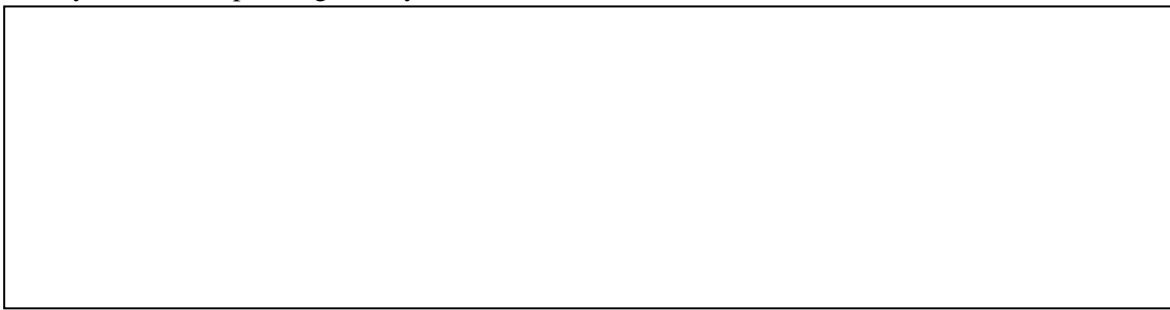
The Greats Hall



3. Name the six fish on the IGFA logo. 1) blue marlin 2) yellowfin tuna
3) rainbow trout 4) shark 5) largemouth bass 6) tarpon
4. Pick a World Record Game Fish from the ceiling turn over your paper and do a rubbing of the fish name plate, recording the weight of the fish, type of tackle and where it was caught.

The Changing Gallery

2. Pick your favorite painting and try to draw it.



The Legacy Gallery

2. What do horses have to do with fishing? hair was used to make fishing lines
 2. Find "The American Sportsman" program. What happens to Terry Bradshaw? jumps in water after his fishing rod
-
3. Why are tag and release programs helpful? Provide biological information: migratory patterns, growth rates, stock assessment, abundancy, life history

World Records

Go to the Computers. How much does the biggest largemouth bass weigh? 22lbs 4 oz

Where was it caught? Montgomery Lake, GA

Do you have any friends or relatives with a world record? Look them up.

The Places Gallery

5. What is the name of the Bait and Tackle Shop? Crossroads
6. Look up Lake Tanganyika in Zambia, Africa. What type of fish might you find there? Nile perch and tigerfish
7. Relax on the couch. Where would you rather visit more? *New Zealand or Principe Island*
8. Play the **Help a Habitat Game**. Is it GOOD or BAD to move a boat from one lake to another?
BAD Explain you may transport exotic life from one lake to another (example the zebra mussel)

The Wetlands

3. Can you find and draw a Common Moorhen, Mayan cichlid and a baby American Alligator?
4. Name three habitats you are walking through: fresh water swamp, cypress swamp, salt water marsh and mangrove swamp (answers may vary)

The Catch Gallery

1. Why is **Kite Fishing** a good way to present bait fish to game fish? keeps bait at surface & under its own power
2. Record your points _____ and weight _____ of **one** fish you caught.

The Tackle Gallery

4. Locate the “Lures, Plugs and Slugs” display. How many of the lures look like frogs? **4**
 5. Name **two knots** you tied at the knot table: Surgeon’s, Blood, Spider Hatch, Uni, Palomar and Improved Clinch Knots
 6. Look up, How many rods are on the ceiling? 117
- Go to the Marina**, What are the 2 advantages of the Sportsfisherman Boat? perfect for lengthy or long range fishing trips and holds 4 to 6 people comfortably.

The Fish Gallery

5. Enter the Fish Gallery and go to your right, Name a fish that swims near the surface of the water dolphinfish, swordfish, bluefin tuna or king mackerel and one that lives on the bottom flounder or southern stingray.
6. Locate the big fish model. What parts of the fish’s body is used for hearing. otoliths and lateral line
7. Estuaries serve as a nursery to which fish? snook, tarpon and spotted seatrout
8. **Pick one** of the ecological problems on the Fish Management Game:

White River, AK: Why are the trout dying ? low oxygen levels What was done to fix it? installed equipment (aerators and fountains) to raise oxygen levels

Chesapeake Bay: The striped bass population was on the verge of collapse due to overfishing in 1985. What did Management do to restore stocks? complete shutdown of the fishery

Cache Creek, OK: Why was the stream dead? sewage discharge How did they solve the problem? enforced the Clean Water Act

Lake Lochloosa, FL: What plant was causing problems? hydrilla How did they fix it? stocked the lake with sterile grass carp

Journey’s Movie

1. Who is journeying to Costa Rica? _____ Who is the fly fisherperson? _____ Who is the bass master? _____
_____ Who is a great grass flats fisherperson? _____

Bonus Questions Answers

10. From what materials were the earliest fishing rods made?

wood, cane and bamboo

11. What type of cast should you use in a tight spot?

a) While Fly Casting? roll cast

b) While Spin Casting? side cast or skip cast

12. What type of fishing does Joan Wulff do?

fly fishing

13. What year round fishing Hot Spot is near Australia?

Great Barrier Reef

14. What menu item nearly destroyed a game fish species?

blackened redfish (red drum)

15. What is the purpose of the barbels (whiskers) on a catfish?

allow the fish to taste (have taste buds on barbels)

16. Why are estuaries considered to be a harsh environment for ocean life?

wide fluctuations in salinity, oxygen and temperature make it hard for life to adapt

17. What are the 4 fundamental types of casting?

bait, spinning, fly and surf

18. In the Junior Angler room, where is the "Blue Plate Special" located?

on the ceiling

