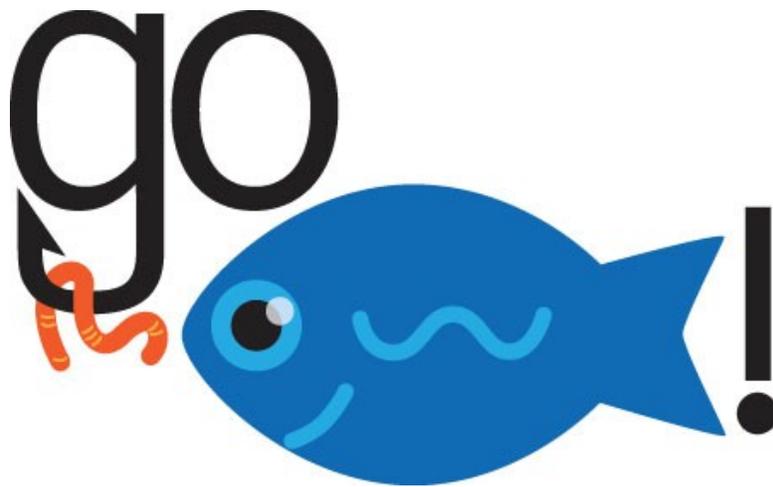


# Go Fish – Learn to Fish Event Planning Guide



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# Planning Your Event

## Introduction

Our Aquatic Education Program goal is to increase participation in recreational fishing and teach youth and adults how to be a safe and ethical angler.

Fishing is a fun outdoor activity for many people because it is easy and inexpensive to learn how to fish. People of all ages and abilities can fish. As more people use our rivers, lakes, bays and ocean it will be increasingly important for them to understand the role they play in helping keep our waterways clean.

Fishing events are a good way to reach new audiences and help people learn new fishing skills and behaviors that support healthy aquatic habitats. This planner is designed to facilitate organizing fishing events. Below are five Key Concepts that should be considered when planning your fishing event. These are our “take away” messages, and as we design activities for our events, we should consider ways to emphasize these messages.

## Key Concepts

1. Fishing is a great way for families to enjoy the outdoors (easy and inexpensive).
2. Safety around the water is a key to having fun.
3. Fishing success increases when you learn about fish and their habitats.
4. Obey fishing regulations to ensure there will be healthy fish populations in the future.
5. Everyone can help keep our waterways clean and healthy for people and for fish.

Fishing events can be as simple as having an experienced and patient angler on hand at a fishing spot at a specified time to help beginning anglers, or it can be an event for many people. Events can be held at a TPWD state park or Neighborhood Fishing park, city or county park that has good and easy fishing access at a pier and/or along the shoreline. When selecting an event site, make sure it has ample parking and restrooms too.

For each type of event, pre-planning is essential for success. Establishing the goal and audience are essential to provide focus and ensure success. Being able to document success can help attract support for future events. (See pages 4-6 of this guide).

Working with TPWD and other partners to plan fishing events has many advantages. Aquatic Education staff have developed educational materials and activities that are fun, easy and geared for various audiences and situations. The Aquatic Education program also has a network of trained and certified volunteers who will often be able to help run fishing events.

## **Plan Your Event**

A fishing event that includes learning stations about basic fishing skills in addition to actual fishing is a good way to recruit new or lapsed anglers, and give them the confidence to go fishing again. Fishing derbies or contests for experienced anglers are a way to retain current anglers in the sport. For example, Fishing's Future hosts an annual summer online "CPR" contest (Catch, Photo and Release).

To begin your planning process, identify and meet with partners several months in advance (if possible). Planning a successful event depends on having defined and measurable goals. If you are clear at the outset, it is much easier to conduct a post-event evaluation with attendees, sponsors and partners, which is about the only way you know with some certainty that you have accomplished what you set out to do! Best of all, it will enable you to establish a benchmark against which the success of future events can be measured.

- Do you want to host a one-time event?
- Do you want to host a specialty clinic? (target a fish species, type of fishing technique; a catch, clean and cook event)
- Do you want to host a series of events for the same group of people? (providing a social network to build their interest and skill level.)
- What are some of the barriers (costs, equipment, prizes, weather, etc) that you may encounter? How can you overcome obstacles?

## Identify Your Audience

- Who is your target audience?
  - families with children
  - children ages 8-12
  - young adults (age 18-24)
  - women
  - lapsed and/or semi-active anglers
  - senior citizens
- How many people do you want to attend?
- How will you inform your audience about the event? (community flyers, social media,
- What will your target audience consider fun? Educational? Informative?

Once you have a clear picture of your ideal "target" in mind, it is easy to define the types of events and activities that might appeal to them.

## Planning Event Activities and Objectives

Once you established your goal and target audience, you can begin planning an event. The following questions are designed to focus your thinking so you can engage participants, and keep them engaged. Whether your goal is introducing people to fishing and environmental stewardship, or building relationships that go beyond the event, answering the following questions can help you deliver programs that are a success.

1. What activities will you provide to introduce fishing to your audience? These activities should be hands-on, family-based, and age-appropriate.
2. How can you provide fishing tips for the specific location of your event and information about other nearby fishing locations? Include information about water body records, especially in the youth category. See information about the Angler Recognition Awards program at [www.tpwd.texas.gov/fishawards](http://www.tpwd.texas.gov/fishawards)
3. If event participants will be fishing, do you want to have prizes (prizes for smallest and largest fish, First Fish Certificates, etc.)?
4. How can you provide information or access to fishing opportunities and activities beyond the event?
5. How can you connect your participants to future opportunities, local clubs or mentors to learn more about fishing?

### *Suggested Event Schedule for a 3 – hour event*

9:00	Registration
9:15- 9:30	Introductory Remarks
9:30	Station 1 (10 minutes allowed at each station with 5 min. transition)
9:45	Station 2
10:00	Station 3
10:15	Station 4
10:30	Station 5
10:45	Station 6
11:00	Fishing (40 min)
11:40	End Fishing / Collect Rods and Pass Out Surveys
11:45-Noon	Certificate/Pin Distribution; Door Prize Drawing; Closing Remarks

## Evaluating the Success of Your Event

Determine what you want to know after the event is over; and if your objectives were met. Measuring success can provide valuable information to you and your partners to help you:

1. plan improvements for future events
2. increase support for future events
3. increase participation in future events

Examples of ways to evaluate your event:

1. Create a simple written survey or use the event survey or door prize/event survey combo form in the appendix. Have participants complete at the end of the event. If you can provide an incentive (door prize drawing) for participants completing a survey, you often increase the survey completion rate.
2. Create a survey that can be administered by volunteers who interview participants during the event.
3. Provide participants with an incentive for future participation (i.e. discount coupons for local outdoor retailer, etc.)
4. Create a post event online survey with a free service like Survey Monkey (remember to collect participant emails in advance.)

After the event, remember to submit your completed survey results to TPWD- Aquatic Education Program.

You should also evaluate the process of organizing and holding the event. You can meet with your volunteers, partners and sponsors to ask them about their involvement in helping organize and put on the event and determine if they are interested in helping with future events.

## **Suggested Timeline for Organizing Fishing Events for Larger Audiences (50 or more)**

### **5 to 6 months in advance**

- First meeting with partners who will support the event. See planning worksheet on p.11.
- Send event information to Aquatic Education Manager to be put on web site.

### **4 months in advance**

- Determine publicity needs.
- Contact Aquatic Education Manager for any free publicity options that can be coordinated through TPWD. Ask for a flyer template.

### **3 months in advance**

- Meet with partners again.
- Research information about species of fish likely to be caught at your location and what records already exist for that water body. (See [www.tpwd.texas.gov/fishawards](http://www.tpwd.texas.gov/fishawards) )

### **2 months in advance**

- Develop a method to evaluate event goals and objectives such as participant surveys.
- When providing Basic Angler activities, order any participant certificates and pins, and Angler Education supplies.
- Reserve any needed teaching tools or equipment, if available in your area. See locations at: <http://tpwd.texas.gov/education/angler-education/teach-fishing> (password: *gofish*) or contact the Aquatic Education Office nearest to you.)
- Prepare event posters and flyers.
- Decide if other signage is needed for the event to direct participants, etc.

### **1 month in advance**

- Visit site and make any needed adjustments to activities and locations of those activities.
- Distribute posters and flyers.
- Confirm parking arrangements.
- Confirm arrangements for equipment.

### **2 weeks prior**

- Confirm volunteers and discuss their jobs with them, including alternate plans.
- Obtain registration forms, participant survey forms or other evaluation tools.
- Obtain volunteer roster.
- Make volunteer nametags.

### **1 week prior**

- Contact local media if local media will publicize the event.
- Assemble equipment and prizes.
- Check site for any changes in fishing or fishing access or for any hazards (fire ants and poison ivy?).
- Check weather forecast and make any needed adjustments. Is there an alternate date set?
- Advise volunteers and staff of any last minute changes.
- Make copies of registration forms and surveys.

### **Day Before Event**

- Send out reminders to volunteers and participants (if contact info is available).
- Contact park or site manager to confirm early entry if needed.
- Prep equipment and goodie bags.

### **Event Day**

- Arrive early
- Set up registration, signs, activity stations, equipment.
- Sign in each volunteer, use Aquatic Education roster
- Brief volunteers on any last minute details, especially any safety information.
- Photograph each activity at the event and prize-winners.
- Award certificates, prizes and give-aways.
- Thank sponsors and volunteers publicly (at event start and/or end).
- Provide any other information or freebies to participants.
- Administer survey to participants or use other method to evaluate the event.
- Clean up site.

### **Post Event**

- Report your event online.
- Analyze evaluation results and make notes for future events.
- Submit evaluation forms or results to TPWD.
- Acknowledge/thank volunteers and sponsors.
- Debrief with partners and sponsors.
- Check to see if local media publicized the event.

## First Planning Group Meeting Worksheet

1. Identify an event coordinator – point of contact; establish a planning committee (if needed).
2. Determine event goal, type of event, and list objectives and activities for your event.
3. Determine event date, time and identify possible locations.
4. Contact facility or park manager for permission to host the event. Determine if participants will need to pay entrance fees (if applicable).
5. Identify any additional local stakeholders and potential partners.
6. Decide on the number of participants and the audience you want to reach (youth, families, college students, senior citizens, etc.) Also, decide if participants need to pre-register or if event will be open to walk-ins. Appoint someone to manage pre-registration logistics.
7. Identify possible volunteers. Contact Aquatic Education staff to request volunteer recruitment assistance. Appoint someone to manage volunteer registration and communication.
8. Decide on a back-up plan for bad weather.
9. Determine how you want to evaluate event success.
10. Contact the Aquatic Education Manager or staff to have event posted on the TPWD Event Calendar web site and Aquatic Education Program social media page (optional).

## Second Planning Group Meeting Worksheet

1. Determine if any permits or permissions will be necessary for using the site (parking? Fishing license waivers?) Assign someone to get them prepared.
2. Determine where and when each activity will take place at the event.
3. Submit supply order to TPWD; reserve loaner equipment (if available in your area).
4. Decide on the number and types of prizes will be awarded (if any) and how they will be obtained.
5. Create a list of equipment needed for each activity and assign people to obtain that equipment.
6. List any other equipment that will be needed (tables, chairs, canopy, etc.) and assign someone to get that equipment.
7. Determine what informational handouts (if any) you will you provide for the participants and who is responsible for obtaining or creating them.
8. Contact volunteers to confirm availability.
9. If you don't already have a safety plan in place, create one.
10. Print and copy the TPWD Aquatic Education registration and survey forms for event participants.
11. Check to see if you have adequate and convenient restrooms or if you need to provide portable ones.
12. Determine if you have adequate parking and safe traffic flow.

## **Go Fish Activity Stations**

The following stations teach the Basic Angler key concepts and give the participant the knowledge, skills and confidence to begin fishing safely and responsibly on their own.

Ideally, after the participants have visited each station they should be allowed some time to fish at the water's edge.

Station checklists can be issued to the participants at the beginning to encourage visitation at each station.

Don't forget to order Angler Education supplies, certificates and pins to distribute to your participants (including adults – they love them too!)

Some volunteers call their stations “docks” or “piers”

Suggested Event Stations:

- Registration and Check-in
- Loaner Fishing Equipment and Bait Station (for actual fishing)
- Knot Tying
- Casting
- Equipment and Tackle (Tackle could also be combined with Knot Tying Station)
- Safety and Stewardship
- Fish ID and Habitats
- Regulations and Ethics
- First Aid Station (can be located at the Safety Station)

## Station – Registration and Check-in

### Station Sign: Check-In Here

#### Materials/Equipment:

- Registration forms
- Clip boards (6 or more)
- Pens and pencils
- Station check lists (can attach yarn necklace so participants can wear them)
- Goodie bags (to collect Angler Education literature as they visit stations; or pre-stuffed with literature.)
- Event Prizes
- Drawing Time Sign

#### **Directions:**

1. Display “Drawing Time Sign” and event prizes at registration table to encourage excitement.
2. Have an adult complete the registration form for their family or group.
3. Distribute station checklists and goodie bags.
4. Explain that after they can visit each station, they can then check out fishing gear to go fishing.
5. Remind participants to stick around for the end to receive their certificates and pins (and door prizes if available.)

## Station – Loaner Equipment and Bait

### Station Sign: Equipment and Bait

#### Materials/Equipment:

- Fishing rods/reels that are identified or numbered
- Check-out list
- Pens and pencils
- Bait (worms, corn, shrimp, etc.)
- Small cups for participants to carry bait to shore
- Line clippers, pliers, trash bag.

#### **Directions:**

1. List name and fishing rod number(s) on checkout list. (Sometimes it is helpful to get their cell phone number too.)
2. Remind participants what time to return equipment and what time the door prize drawing will be held (if applicable.)

## Station – Knot-tying

**Key Concept: A good knot will keep you from losing your fish.**

**Participant Skills Goal: Tie one fishing knot.**

**Station Sign: Knot Tying**

### Materials/Equipment:

- 1 large eye bolt for the instructor
- 1 heavier cord for the instructor
- 10 smaller eyebolts for participants
- 10 cords of smaller weight for participants
- (optional) Knot tying laminated cards

### **Directions:**

Show the participants how to tie the Palomar knot, explaining how you do it. Then ask them to pick up the materials and tie the knot along with you, as you do it step-by-step. Allow participants to tie the knot by themselves to help them remember it.

## Station – Casting

**Key Concept: Cast safely with a spincast reel**

**Participant Skills Goal: Learn the different parts of the rod/reel, how to set the drag.**

**Station Sign: Learn to Cast**

### Materials/Equipment:

- 15 Backyard Bass (plastic fish with pockets that will be the targets)
- 5 spincasting rods & reels (plus 5 for back up)
- 10 or more casting plugs

### **Directions:**

Show participants how to cast properly and safely. Explain to them that they should always look behind them before casting.

They should also keep plenty of distance between each other (about an arm and rod distance away). Ask them what could happen if they didn't keep plenty of distance between themselves and other anglers or if they didn't look around them before they cast.

In showing people how to cast a spincasting rod and reel, let them start by pushing the button and releasing the line. Show them that they reel the line in by turning the handle clockwise.

Demonstrate how to adjust the drag and why it is important.

## Station – Fishing Equipment and Tackle

**Key Concept:** Fishing is an easy and inexpensive way to enjoy the outdoors.

### **Participant Skills Goals:**

1. Assemble basic tackle.
2. Identify 3 baits and lures.

### **Station Sign: Tackle This!**

#### Materials/Equipment:

- Spincasting rod and reel
- Tackle box (simple and/or fancy)
- Cane pole, Spinning rod/reel, Baitcasting rod/reel or Fly Fishing rod/reel (optional)
- Monofilament line, pliers, bobber, sinker, hooks
- Various baits and lures

### **Directions:**

Show participants at least two different types of rods and reels, explaining that the spincasting rod and reel is the best for beginners, although a cane pole is also good for beginners and is very inexpensive.

Demonstrate how to put on a bobber and ask what it is used for? (as a strike indicator and to keep the hook at the right level in the water where the fish are; bobber can be moved if the hook needs to be higher or lower in the water).

Demonstrate how to put on a sinker. Ask participants what the sinker is used for? (helps bring the hook and bait down in the water). Where the sinker should be placed on the line? (Above the hook several inches so that it doesn't interfere with the bait looking natural to the fish.)

Discuss selecting proper hook size to match fish mouth size. Discuss mashing down barbs on the hooks for safety for fish and people.

Show various baits and lures. Discuss using artificial bait versus live bait and how to place it on the hook.

Repeat the message that it is easy, inexpensive, and fun to go fishing. Let them know that some TPWD State Parks have free tackle loaner programs. Share ideas of where to fish locally (If regionally available, mention TPWD Neighborhood Fishing Parks that are regularly stocked.)

## Station – Safety and Stewardship

**Key Concept: Be a safe and responsible angler; pickup and recycle fishing line; and take care of our aquatic habitats for both fish (and other animals) and people.**

**Participant Skills Goal: Identify one safety concept for fish, one for people and one for the environment.**

**Station Sign: Safety for Fish and People**

### Materials/equipment:

- 2 life jackets in different sizes (Child and Adult)
- Pliers
- First Aid Kit
- Hat
- Sunscreen
- Water bottle
- Insect repellent
- Sunglasses
- Nail clippers

### **Directions:**

1. Pick up each item and discuss the importance of that item.
2. Demonstrate proper lifejacket fit. Ask 2 participants to try on the lifejackets. Show the participants that a properly fitting lifejacket cannot be pulled up above the ears by the shoulder straps. It must be snug. Young children and non-swimmers should wear lifejackets when fishing near deep water. When boating and paddling, **EVERYONE** should wear a lifejacket even if they are good swimmers (if you hit your head or pass out it will keep you afloat.)
3. Ask participants if they know what “Reach, Throw, Row and Go” means in terms of how to help someone who is in the water and having difficulties. Discuss the importance of first trying to **Reach** that person with an oar or something they can grab. If you don’t have something, then **Throw** them a flotation device, preferably attached to a rope. If you don’t have that, then get in a boat and **Row** out to them. Or, **Go** for help. Young people or non-swimmers should never jump in to save someone.
4. Discuss proper fish handling: 1.) To gently play and land the fish; 2. Mention how to use wet hands to handle fish and gently return the fish to water; 3.) The importance of oxygen for fish – to quickly return fish to the water.
5. Discuss invasive species (giant salvinia or zebra mussels) and importance cleaning gear to prevent spread of invasives; mention that live bait or aquarium plants and animals should not be dumped into the water. Instead, find someone to give it to or dispose in a trash can.
6. Discuss using pliers to mash down the barb on hooks (if practicing catch and release – mainly for safety of the fish, but for novice anglers, it can mean safety for themselves and other anglers); discuss use of barbless hooks, circle hooks and the benefits of using lead-free sinkers.

## Optional Activity: Trash Timeline

### Materials/Equipment:

- Marine Debris Poster
- Examples of trash: paper towel, used fishing line, water bottle, soda can, milk or juice carton, newspaper or magazine.
- Pieces of plastic with turtle bites or six-pack rings

### **Directions:**

1. Discuss with participants why some of the items of trash could be harmful to wildlife.
2. Place trash items on table and ask participants to arrange in order of decomposition over time (from shortest to longest time.)
3. Using the marine debris poster, discuss the time it takes different items to decay in water.
4. Ask participants to look around them and identify anything in the environment that could wash or blow into the water and be harmful to fish and wildlife. Ask participants to discuss ways to prevent that from happening.

## Station – Fish ID and Habitats

**Key Concept:** Fishing is more successful when you learn about fish and their habitats.

### Participant Skills Goals:

1. Identify three fish.
2. Explain the elements of good fish habitat.

### Materials/equipment:

- a. TPWD Habitat Mats – freshwater or saltwater (3' x 5')
- b. Fish cut-outs or small fish models of different species normally found in the habitat
- c. Fish ID Booklets and/or Laminated Fish ID Cards
- d. Optional materials (i.e. small rocks, twigs, mussels, oysters, etc.) to represent different structures that can provide good cover and that would attract different types of fish. You can also include materials to represent docks, homes, buildings and other man-made structures and wildlife.
- e. Optional: Fish Anatomy Card

### **Directions:**

1. Spread the habitat mat out on a table or floor so participants are able to gather around and see the habitat mat.
2. If providing elements to add to the habitat mat, give those to the participants at this time to place on the habitat mat. Give participants an opportunity to explain how those elements improve the habitat for fish.
3. Ask participants to look at the habitat and describe different features (i.e. for the lake it would be an island, a cove, the dam, where the deep areas are located, the shallow areas and where the streams flow in and the river flows out. You might even talk about the watershed around the lake.)
4. Hand some participants a fish model: Ask them to identify the fish species, and “think like a fish.” Where would the fish live in the habitat? Why? (Let participants use Fish ID cards or Fish ID Books to determine the fish habitat needs.)
5. Discuss or show different ways to rig tackle, different lures to use and different ways to fish for each type of fish that you have introduced.

## Station – Fishing Regulations and Ethics

**Key Concept:** Obey fishing regulations to ensure we will have healthy fish populations in the future.

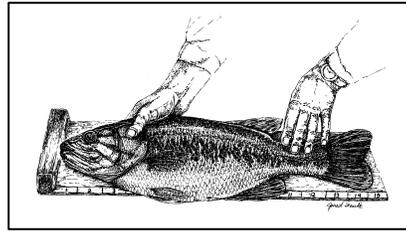
### Participant Skills Goals:

1. Identify where to find fishing regulations.
2. Name the age requirement for a fishing license.
3. Can identify one way to be an ethical angler.

### Station Sign: Fish by the Rules

#### Materials/Equipment:

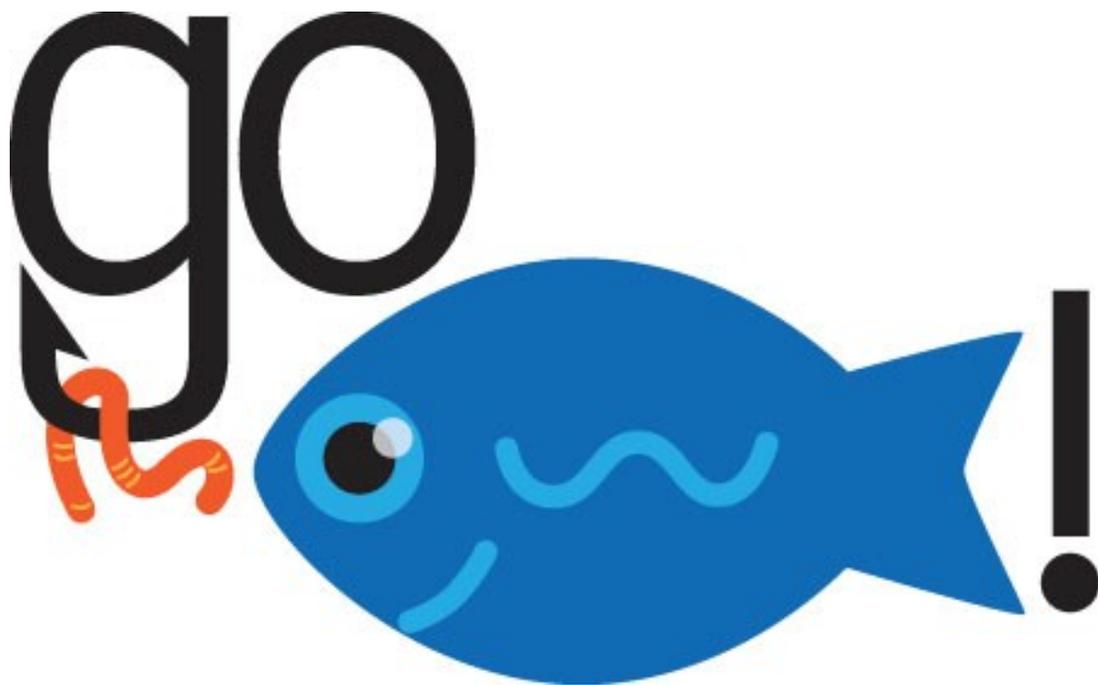
- Outdoor Annuals
- Angler Education DeBait Card Set
- Rubber fish
- Measuring ruler or board



#### **Directions:**

1. Show participants how to properly measure a fish. Use the measuring board and a rubber fish to demonstrate.
2. Explain that different fish have different size regulations if you plan to keep your catch. Show how to look up the fishing regs in the Outdoor Annual or Outdoor Annual phone app. Review the definitions of length, slots, and bag and possession limits.
3. Review fishing licenses including age requirements and the contribution license fees make to conservation. Remind youth that at age 16 they “get” a driver’s license, and at age 18 they “get” to vote; and in between at age 17 they “get” to buy a fishing license which helps to “Support the Sport.” (Emphasize “get” rather than “have to”)
4. Using the DeBait Card Set, choose a card to read and discuss.

# Appendix





Name \_\_\_\_\_

\_\_\_\_\_ Station: Fish ID & Habitat

\_\_\_\_\_ Station: Basic Equipment

\_\_\_\_\_ Station: Knot Tying

\_\_\_\_\_ Station: Safety & Ethics

\_\_\_\_\_ Station: Casting

\_\_\_\_\_ Station: Regs & Ethics



Name \_\_\_\_\_

\_\_\_\_\_ Station: Fish ID & Habitat

\_\_\_\_\_ Station: Basic Equipment

\_\_\_\_\_ Station: Knot Tying

\_\_\_\_\_ Station: Safety & Ethics

\_\_\_\_\_ Station: Casting

\_\_\_\_\_ Station: Regs & Ethics



Name \_\_\_\_\_

\_\_\_\_\_ Station: Fish ID & Habitat

\_\_\_\_\_ Station: Basic Equipment

\_\_\_\_\_ Station: Knot Tying

\_\_\_\_\_ Station: Safety & Ethics

\_\_\_\_\_ Station: Casting

\_\_\_\_\_ Station: Regs & Ethics



Name \_\_\_\_\_

\_\_\_\_\_ Station: Fish ID & Habitat

\_\_\_\_\_ Station: Basic Equipment

\_\_\_\_\_ Station: Knot Tying

\_\_\_\_\_ Station: Safety & Ethics

\_\_\_\_\_ Station: Casting

\_\_\_\_\_ Station: Regs & Ethics



Life's better outside.®



Event Date: \_\_\_\_\_

Location: \_\_\_\_\_

# REGISTRATION FORM

PARTICIPANT NAME (PLEASE PRINT) PLEASE LIST EACH PERSON SEPARATELY INCLUDING HEAD OF HOUSEHOLD OR GROUP LEADER		GENDER AND AGE (Please check one)					ETHNICITY (Circle One) Key: As-Asian; Ai-American Indian; B-Black/African American; Ha-Hawaiian/Pacific Islander; Hi-Hispanic/Latino; O-Other; W-White												
		YOUTH MALE (AGE 17 OR UNDER)	YOUTH FEMALE (AGE 17 OR UNDER)	ADULT MALE	ADULT FEMALE	CHECK IF ALSO HANDICAPPED	As	Ai	B	Ha	Hi	O	W						
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
		YOUTH TOTALS																	
		ADULT TOTALS																	

### HEAD OF HOUSEHOLD / GROUP LEADER CONTACT INFO:

EMAIL \_\_\_\_\_ PHONE (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

### RELEASE OF LIABILITY

As a participant and/or as a parent or guardian of above named child (or children), I certify that said child (or children) has (have) my permission to attend and participate in the above-mentioned fishing activity, held on the above date, time and location. In signing this form, I hereby waive and release all other participants, the host, sponsors, and all other officials or parties involved in the activity from all claims and/or damage incurred in connection with this activity.

\_\_\_\_\_  
Parent or Legal Guardian Signature (age 18 or older)      DATE \_\_\_\_\_

### PHOTO RELEASE

I also hereby grant the sponsor and co-sponsors the unconditional right to use the name, voice and photographic likeness of myself or of the child (or children) in connection with any of their audio/visual productions, articles, or press releases, but not as an endorsement.

\_\_\_\_\_  
Parent or Legal Guardian Signature (age 18 or older)      DATE \_\_\_\_\_



## Door Prize / Event Survey Combo Form

PLEASE PRINT CLEARLY

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Parent /Guardian Email:  
\_\_\_\_\_

Please circle answers below:

How often does your family go fishing?

NEVER 1-5 TIMES / YR 6-10 TIMES / YR 11+ TIMES / YR

Who in your immediate family has a current fishing license?

MYSELF ANOTHER FAMILY NOBODY  
MEMBER

May we contact you about future family fishing events? YES NO



PLEASE PRINT CLEARLY

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Parent /Guardian Email:  
\_\_\_\_\_

Please circle answers below:

How often does your family go fishing?

NEVER 1-5 TIMES / YR 6-10 TIMES / YR 11+ TIMES / YR

Who in your immediate family has a current fishing license?

MYSELF ANOTHER FAMILY NOBODY  
MEMBER

May we contact you about future family fishing events? YES NO



PLEASE PRINT CLEARLY

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Parent /Guardian Email:  
\_\_\_\_\_

Please circle answers below:

How often does your family go fishing?

NEVER 1-5 TIMES / YR 6-10 TIMES / YR 11+ TIMES / YR

Who in your immediate family has a current fishing license?

MYSELF ANOTHER FAMILY NOBODY  
MEMBER

May we contact you about future family fishing events? YES NO



PLEASE PRINT CLEARLY

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

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May we contact you about future family fishing events? YES NO



## Door Prize / Event Survey Combo Form (Spanish)

### POR FAVOR IMPRIME CLARAMENTE

Nombre del niño: \_\_\_\_\_ Edad en años: \_\_\_\_

Nombre del padre o guardián: \_\_\_\_\_

Número de teléfono del padre: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Correo electrónico del padre o guardián:  
\_\_\_\_\_

Por favor circule sus respuestas abajo:

¿Cuántas veces por año van a pescar?

NUNCA    1-5 VECES    6-10 VECES    11+ VECES

¿Quién(es) en su familia inmediata tiene(n) una licencia de pesca actual?

YO    OTRO MIEMBRO DE MI FAMILIA    NADIE

¿Podemos invitarle a futuros eventos de pesca?    Sí    No



### POR FAVOR IMPRIME CLARAMENTE

Nombre del niño: \_\_\_\_\_ Edad en años: \_\_\_\_

Nombre del padre o guardián: \_\_\_\_\_

Número de teléfono del padre: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

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Nombre del niño: \_\_\_\_\_ Edad en años: \_\_\_\_

Nombre del padre o guardián: \_\_\_\_\_

Número de teléfono del padre: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Correo electrónico del padre o guardián:  
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Nombre del niño: \_\_\_\_\_ Edad en años: \_\_\_\_

Nombre del padre o guardián: \_\_\_\_\_

Número de teléfono del padre: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Correo electrónico del padre o guardián:  
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