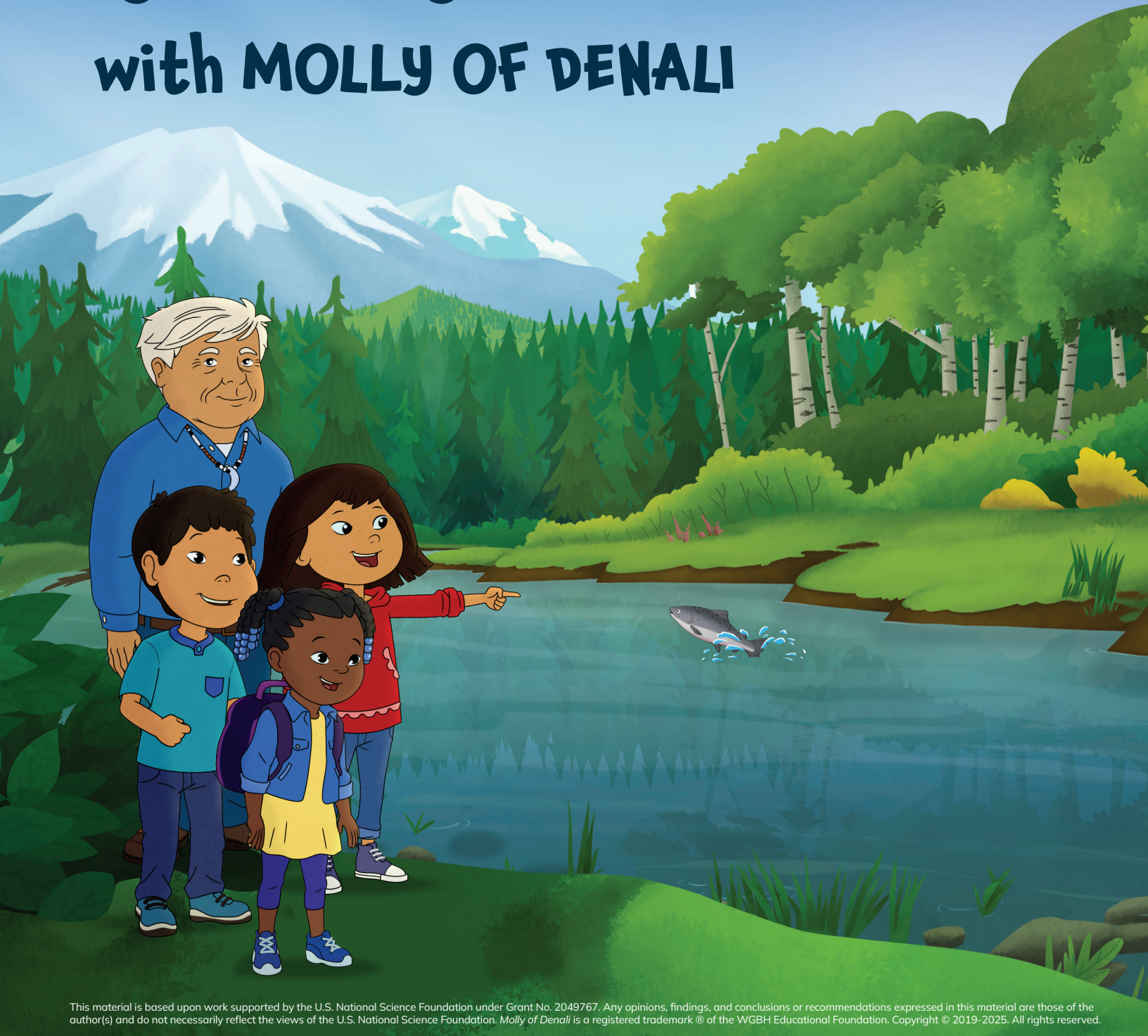


# Salmon Culture/ Salmon Science with MOLLY OF DENALI



This material is based upon work supported by the U.S. National Science Foundation under Grant No. 2049767. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the U.S. National Science Foundation. Molly of Denali is a registered trademark ® of the WGBH Educational Foundation. Copyright © 2019-2025. All rights reserved.

NSF STEM DAY



NSF 75 YEARS OF  
DISCOVERY & INNOVATION

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## About NSF STEM Day

On May 10, 2025, the National Science Foundation commemorated its 75th anniversary. During its more than seven-decade tenure, NSF has invested in ideas and innovations across all fields of science and engineering. These investments include support for the study of media and technology as tools for STEM teaching and learning where it happens—in classrooms, informal education settings, and at home. Funded through a grant from NSF's iTEST program, the public media initiative Molly Community Science builds new knowledge about the ways in which young children develop environmental stewardship—the skills, empathy and dispositions to act responsibly for the environment—and how appropriate media and technologies can support children's understanding and doing of science. This event guide celebrates NSF's investments, leverages the appeal of the Emmy Award-winning PBS KIDS series, MOLLY OF DENALI, the multimedia resources co-developed with Alaska Native advisors, and delivers them in a new format that expands access and increases the likelihood that communities across Alaska and throughout the lower 48 can benefit from them.

# Using this Event Guide

Choose between running the full two-hour event or leading one or two stand-alone activities.

## Full Agenda

Kids enjoy a fun-filled event with MOLLY of DENALI®, exploring the world of salmon through high energy games and activities along with videos from the show. The event ends with a celebration where kids are awarded an “I Celebrate Salmon!” Certificate and can take a photo with the Molly walkabout character!

## Stand-Alone Activities

As an alternative to the full agenda, choose one or two stand-alone activities. These can be done individually or combined for a shorter program.

### Agenda

- 1. Registration**  
Kids pick up their Salmon Activity Passports. Depending on the number of attendees, you may want to split kids into smaller groups.
- 2. Welcome Session (20 minutes)**  
Welcome remarks from the hosts to launch the event
- 3. Activity Stations (20 minutes per group)**  
Kids will rotate through the 3 activities:
  - ACTIVITY STATION 1**  
**Molly's Media Station**
  - ACTIVITY STATION 2**  
**Salmon Tag**
  - ACTIVITY STATION 3**  
**Salmon Life Cycle: A Role Play Story**
- 4. Share and Celebrate Station (20 minutes)**  
Share reflections and celebrate learning



# Event Logistics: People, Event Space, Materials

## People: Roles and Responsibilities

### Event Organizers

The **Event Organizers** are the leads on the three phases of the event: venue set-up, event management (run of show), and venue breakdown.

- **Venue Set-up:** Making sure that the space is set up with all the activity stations and materials needed; ensuring that all participants understand their roles; and possibly rehearsing activity leaders' roles ahead of time. This also includes ensuring that the Molly walkabout handler arranges for the person wearing the costume to take periodic breaks in a room or blocked off area where they are out of sight of the kids.
- **Event Management:** Also known as the "run of show," monitoring the flow of the event, serving as the go-to for questions, and the primary trouble-shooters. Event flow is a critical responsibility of the event organizers. They will keep the event on track by monitoring time and signaling transitions between activities, making sure activity leaders are clear on the procedures. Each of the three color-coded groups of kids will rotate through Activity Stations 1, 2, and 3 before ending up at the Share and Celebrate Station. Here are some suggested ways of doing this:
  - ◆ Blowing a whistle or ringing a bell
  - ◆ Announcing where each group should go next
- **Venue Break-down:** Overseeing overall clean-up of the venue. Event organizers should check with the venue in advance to understand expectations for clean-up, etc.

### Master of Ceremonies (MC)

The MC will set the tone for the event:

- Welcome kids and families, providing background on MOLLY OF DENALI and the purpose of the event, and outline all the fun activities kids will get to experience
- Acknowledge the event organizers, the Elder, and other guests
- Recognize the contributions of NSF to science learning
- Introduce the Activity Station Leaders and explain the flow of the event, including the Salmon Activity Passports and how kids will receive a stamp after visiting each station, and reminding kids to listen for the signal to move to a new activity station.

## Activity Leaders

Activity leaders will run the Activity Stations as well as the Registration Table and the Share and Celebrate Station at the end. Each leader should:

- Review their assigned activity in advance
- Ensure all necessary materials are available
- Conduct a practice walk-through
- Collect all Salmon Activity Passports at the beginning of the activity; stamp and return passports to kids at the end of it.

## Elder or Culture Bearer

Having an Elder or culture bearer participate will help ensure that children are learning about salmon in ways that are purposeful and meaningful in your community. Their presence can foster reverence and appreciation for Native culture and community. (For additional tips on how to respectfully approach an Elder, see [Working with Elders](#).) Meet with participating Elders and culture bearers to walk through the activities. Possible roles for an Elder and culture-bearer include:

### 1. Welcome Session:

- Leading a prayer, song, or land acknowledgment
- Sharing cultural stories and traditions about salmon

### 2. Activity Station 3: Salmon Life Cycle

- Reading the story aloud to each group.

### 3. Share and Celebrate Station:

- Presenting “I Celebrate Salmon!” Certificates to children at the event’s conclusion.
- Help kids fill out their “My Salmon Journal” page that’s on the back of their passports and talk with them about what they like/learned about salmon.



## Youth Leaders

Teen leaders bring energy and enthusiasm to activities while serving as role models for younger children.

## Molly Walkabout Character

One of the most beloved figures at the event will be the Molly walkabout character. (Here’s more information on obtaining and using the [walkabout costume](#).) The person wearing the costume must be accompanied at all times by a handler. They should:

- Try on the costume in advance to ensure comfort and get used to moving around in it.
- Make sure the handler can communicate with the person wearing the costume and that they have agreed upon frequent rest periods. Identify a space where the costume can be removed and the wearer can rest, rehydrate, etc.
- Attend the Welcome Session to greet children
- Be available for photo opportunities at the Share and Celebrate Station

## **Additional Event Staff/Volunteers**

More staff means more hands to support activities, registration, and the Share and Celebrate Station!

## **Suggested Number of Leaders and Event Staff/Volunteers Needed**

- **Overall Organization**  
1 leader to oversee the entire event
- **Molly Walkabout Character**  
2 staff members/volunteers: One to wear the costume and one to be the handler
- **Registration Table**  
1-2 staff members/volunteers
- **Welcome Session**  
4 total: MC, Elder, Molly walkabout (character and handler), plus one activity leader from each of the three Activity Stations
- **Activity Station 1: Molly's Media Center**  
1 leader (plus an assistant, if available)
- **Activity Station 2: Salmon Tag**  
1 leader (plus up to 3 staff members/volunteers, if available)
- **Activity Station 3: Salmon Life Cycle: A Role-Play Story**  
2 co-leaders (storyteller role would ideally be an Elder)
- **Share and Celebrate Station**  
4 total: 1 leader to award the certificates (ideally an Elder), Molly walkabout character (and handler), someone to help with photography
- **Throughout the Event**  
A photographer

# Prepare the Event Space

## Activity Stations

- Plan the layout of the room, deciding where each Activity Station will be placed, where you'll hold the Welcome Session and the Share and Celebrate Station.
- Note that Activity Station 2, Salmon Tag, is ideally facilitated outdoors. You may want to place the Activity Station placard near a door leading outside.
- Set up and drop off all materials needed for each activity.
- Optional: Place an extra copy of the activity instructions from this guide at each Activity Station.

## Family Corner (Optional)

- If space allows, arrange a seating area with chairs and tables for caregivers to gather while their kids participate in the activities.
- Consider including books and a few toys for younger children who will stay with caregivers instead of participating in the event.

# Materials Needed

See [Salmon Culture/Salmon Science with MOLLY OF DENALI folder](#) for all downloadable printouts.

## General Event Items

- [MOLLY Walkabout Costume](#) (optional)
- [Salmon Activity Passports](#) (two-sided, with "My Science Journal" on the back)
- Stamps for the Salmon Activity Passports
- Crayons/markers (for Share and Celebrate Station)
- Media Release form or Group Media Release placard (from your station)

## Activity Placards (5)

- Registration
- Activity Station 1: Molly's Media Center
- Activity Station 2: Salmon Tag
- Activity Station 3: Salmon Life Cycle: A Role-Play Story
- Share and Celebrate Station

### **Activity-Specific Materials**

- See individual activity write-ups for detailed list of materials.

### **Share and Celebrate Station Materials**

- See activity write-up for detailed list of materials.

### **Family Corner (Optional)**

- See Prepare the Event Space for ideas on creating a space for caregivers and younger children.



# Registration

## Preparation

1. **Event staff/volunteers needed: 1 or 2**
2. **Gather materials**
  - Salmon Activity Passports
  - Media Release form or Group Release placard

## Greet and Register Kids

- Greet kids and answer any questions they or their parents/caregivers may have.
- Give each kid a MOLLY OF DENALI Activity Passport. Have them write their name on it and explain that every time they complete an activity, they'll get a stamp in their passport. At the end, they'll show their passport and get a certificate!
- Ask parents/caregivers to fill out the Media Release form (if using) or point out the placard about media releases.

## Documenting the Event with Photos and/or Video

- You may want to consider taking photos or capturing video footage of your event to share with funders and/or to promote your station's community outreach work on broadcast, online, and social media.
- We encourage you to use **your station's media release form** to secure individual releases from event attendees or to **display a group media release placard** that informs attendees that by entering the venue, they agree to having their photo taken or video footage taken and used by your station for promotional purposes, etc.
- It will also be important to include a provision for attendees who are not willing to grant permission to be photographed or videotaped.

# Welcome Session

Welcome kids and their families to the Salmon Culture/Salmon Science with MOLLY OF DENALI event! They introduce Molly, discuss salmon's special role in the community, and share the day's activities. Kids also meet a special guest straight from Qyah: Molly (the walkabout character that is)!

## Preparation

- 1. Event staff/volunteers needed:** Decide on roles for an MC, an Elder, or additional speakers. Based on what feels appropriate for your community, you may choose to lead families in a prayer, a song, or a land acknowledgment. You might also have the Elder share stories with the kids about salmon and their importance to the community.
- 2. Activity Leaders.** Have the leaders for each of the activities (Activity Stations 1, 2, and 3) nearby. At the end of your introduction, each leader will guide a group of kids to their first activity station.
- 3. Molly Walkabout Character.** Have the staff member/volunteer in the Molly costume and the handler out of sight until the MC announces her.

## Welcome!

- **Introductions**

Welcome kids and their families to Salmon Culture/Salmon Science with MOLLY of DENALI. Introduce yourself and the Elder as is customary in your community, and take a moment to acknowledge the amazing event staff or volunteers who will be leading today's activities.

- **Opening Reflection**

Depending on your community's traditions and event plan, you or the Elder may lead a prayer, a song, or a land acknowledgment to set the tone for the day.

- **Introduce the Show**

Explain that MOLLY OF DENALI is an Emmy-award winning PBS KIDS television series set in Qyah (pronounced Ki-yah), a fictional village in Alaska near Denali. The animated series includes an Alaska Native/First Nations cast and is the first nationally distributed children's series to feature a Native American lead character. It's a unique blend of action-adventure, comedy, nature, culture, and community. You can watch MOLLY OF DENALI on your local PBS station.

- **Meet a Special Guest! (Optional)**

Tell kids you have someone exciting to introduce! [Bring the Molly walkabout character onto the stage.] Have them say hi to Molly.

- **Molly and Salmon**

Explain that in many MOLLY OF DENALI episodes, Molly and her friends have fun discovering all kinds of amazing things about salmon—and today, you’re going to do that too! Ask kids to wave goodbye to Molly as she leaves the stage—but let them know they’ll see her again later, when there’s a celebration!

- **Sharing about Salmon:** Depending on what you’ve planned, talk about salmon’s special place in your community and mention some fun facts. You might discuss:

- ◆ The word for salmon in an Indigenous language and any other words you think it would be important for them to know.
- ◆ The importance of respecting salmon, and the ideas of stewardship and interconnectivity—how caring for the land, water, plants, and animals ensures balance for all.
- ◆ Fun facts about salmon\*:
  - ★ A female salmon can lay over 10,000 eggs, but only about 100 (1%) survive into adulthood.
  - ★ A salmon’s sense of smell rivals that of a dog or a bear.
  - ★ Over the course of their lives, salmon live in both fresh and salt water.
  - ★ Salmon do not eat any food as they swim upstream to spawn.
  - ★ Salmon can change color three different times over their lifetimes.
  - ★ Salmon are amazing jumpers, who can leap several feet in the air as they swim upstream.
  - ★ Salmon are what’s called a “keystone species”—one that many other species depend on to survive.

- **Let the Fun Begin!**

- ◆ The MC will explain that kids will now do some fun activities or watch MOLLY videos to learn about salmon. Introduce the leaders who will guide them at each activity station.
- ◆ Explain that after each activity they finish, they’ll get a stamp in their passports.
- ◆ When they’ve done all three activities, it’s time to gather at the Share and Celebrate Station. Kids will present their passports and receive a special “I Celebrate Salmon!” Certificate. On the back of their passports is a “My Salmon Journal” page for them to fill out. If you secure the Molly walkabout, they’ll have a chance to take a photo with Molly!

\*Sources: U.S. Fish and Wildlife Service, U.S. Geological Survey, NOAA Fisheries, Alaska Department of Fish and Game, Nature (PBS).

# Activity Station 1:

## Molly's Media Center

Kids will watch an animated MOLLY episode and a short live-action video. The first story and the live-action video feature some fascinating background on salmon and their role in Alaskan culture and life. After watching them, you'll ask kids a few viewing questions.

### Preparation

1. **Event staff/volunteers needed:** One leader, but an extra assistant could be helpful.
2. **Watch the episode** yourself so that you can talk with kids about them. There are 2 animated stories with a live-action video in between. The first story and the live-action video are about salmon.
3. **Gather materials**
  - Activity Station 1 placard
  - Optional: tables and chairs for video viewing
  - Projector or computer for showing videos with speakers; blank wall or screen for projecting the videos
  - MOLLY OF DENALI Episode
    - *First Fish* (animated story; 12 min.)
    - *Salmon Hatchery* (live-action video; 2 min.)
    - *A-maze-ing Snow* (animated story; 11 min.)
4. **Setting up the viewing area**
  - Set up the Activity Station placard.
  - Set up the computer/projector with speakers and find a wall/screen on which to project the videos.
  - Kids can watch the videos sitting on the floor or around tables.

## Watch Videos Together

**Gather your group and say:** Let's explore the world of salmon with MOLLY OF DENALI! We'll watch a fun episode in which Molly—and kids just like you—discover amazing things about salmon.

### Show the Videos

Pause after watching *First Fish* to ask kids some of the suggested questions below. Then watch the short live-action video and ask the follow-up questions. After that, you can watch *A-maze-ing Snow*.

#### ***First Fish* (12 min.)**

Molly is very excited to go on her first fishing trip and try to catch her first salmon, an important part of growing up for Alaska Native children.

*Ask kids a few questions after they've finished watching:*

- What does Molly learn about salmon before she goes fishing? What does it mean when the salmon “run”?
- At first, Molly doesn't have much luck catching a salmon. What did she learn that helps her figure out a better place to go and fish?
- Why do you think she gives Grandpa Nat her first fish?
- Molly's family tells funny stories about the first time they caught a salmon. What makes the stories funny? What kind of story does Molly tell at the end?

#### ***Salmon Hatchery* (2 min.)**

A group of kids visit a salmon hatchery in Anchorage and learn about the salmon life cycle.

*Ask kids a few questions after they've finished watching:*

- A girl in the video says, “In Alaska it's like you can't even live without salmon here.” What do you think she meant?
- What were some of the things the kids learned about the salmon life cycle?
- The kids made circular diagrams of the salmon's life cycle. How do you think these diagrams can be helpful in explaining a salmon's life? What do they show?

#### ***A-maze-ing Snow* (11 min.)**

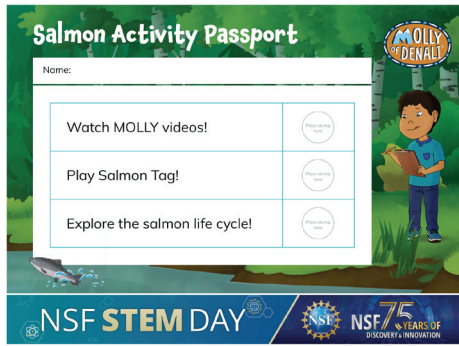
Molly suggests a community fund-raiser to fix her school roof after a snow storm.



## Ending the Session

If there's time at the end, ask kids two general questions about the episode:

- Which video they liked the best and why
- Something interesting you learned about salmon



**Salmon Activity Passport**

Name: \_\_\_\_\_

Watch MOLLY videos!	<input type="checkbox"/>
Play Salmon Tag!	<input type="checkbox"/>
Explore the salmon life cycle!	<input type="checkbox"/>

At the bottom of the form, there is a cartoon illustration of a boy holding a clipboard and a salmon jumping out of the water. The background shows a forest scene. The bottom of the form features the NSF STEM DAY logo and the NSF 75 YEARS OF DISCOVERY & INNOVATION logo.

At the end of the activity, add a stamp to each kid's passport.

## Activity Station 2:

# Salmon Tag

Get ready for a high-energy game of tag in which kids are salmon or eagles—prey or hungry predators! It's a lot like playing Sharks and Minnows. The salmon try to race to safety while eagles chase them, hoping to catch the food they need to survive.

### Preparation

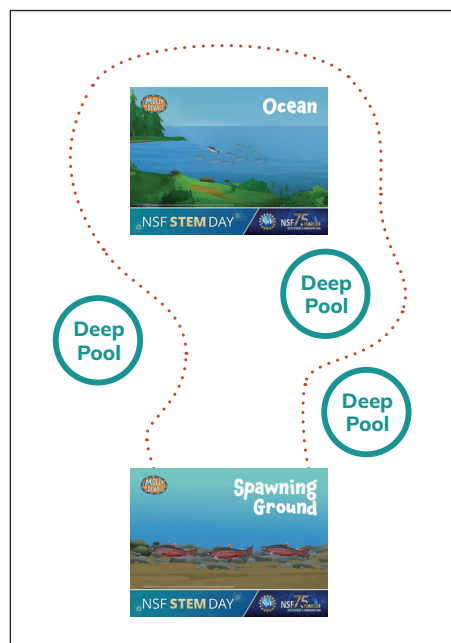
**1. Event staff/volunteers needed:** 1 leader; and if possible, up to 5 assistants

**2. Gather materials**

- A supply of scarves (or bandanas (half orange; half blue), which will be reused by each group
- Posters and signs:
  - ◆ Activity Station 2 placard
  - ◆ Salmon Tag posters (2)
- 3 hula-hoops, or circles made on the ground using chalk or rope (these represent deep pools where salmon can hide)
- 2 chairs (to prop up the Ocean and Spawning Grounds posters)

**3. Set up the course**

- **Choose a play area** (outdoor or indoor). The larger the group, the more space you'll need.
- **Create the salmon route**
  - ◆ Place the Spawning Grounds poster at one end—this is the starting point.
  - ◆ Place the Ocean poster at the opposite end. Salmon will run from the Spawning Grounds poster, around the Ocean poster, and back. (See diagram for setting up route.)
  - ◆ Position 3 hula-hoops (or circles made of chalk or rope) along the route—these are safe hiding spots for salmon.



# Play Salmon Tag!

## Get Started

- Bring the kids to the play area where the game is set up.
- Count off, “one, two,” and split kids into two groups.
- Give one group the orange scarves and the other group the blue ones.
- Show kids how to tuck one end of their scarves into their waistband, letting the rest hang down.

## How to Play

Say:

- Welcome to Salmon Tag! Have you ever played the game Sharks and Minnows? It’s like that game!
- Those with the orange scarves are salmon. Those with the blue scarves are hungry eagles looking for a meal!
- Eagles will try and catch salmon by grabbing their scarves. [Do a quick demo of pulling out a scarf.]
- We’ll play two rounds, so everyone gets a chance to be both prey and predator.

Here’s what each group will do:

## Predators

Say:

- **Who knows what a predator is?** (Pause for responses.) Yes, that’s right! A predator is an animal that hunts and eats other animals for food. And today, your mission is to catch salmon—because you need them to survive!
  - ◆ Soaring eagles! Spread your wings and show me how you fly!
- **When it’s time to hunt,** you’ll fly along the stream, searching for salmon to tag. To catch one, grab a scarf from their waistband.
- **There are two places where you can’t catch salmon:**
  - ◆ The ocean [point to the poster]—they can rest here without fear.
  - ◆ Deep pools in the stream (hula hoops/rope or chalk circles) [point them out]—if a salmon is in a deep pool, you can’t tag them.
- **If you catch a salmon, you have a choice:**
  - ◆ Stop and enjoy your meal. Yum! Hold on to the scarves you’ve grabbed until the end.
  - ◆ OR keep hunting for more—because a hungry predator always needs more food!

## Salmon

Say:

- **You're the prey!** Does anyone know what that means? (Pause for responses.) That's right! Prey are animals that are hunted and eaten by other animals. And guess what? Predators are on the lookout for you!
- **Your journey is exciting—but also full of danger!** You'll have to run fast to survive!
- **You start as tiny baby salmon in a stream.** [Point to the Spawning Grounds poster.] This is your birthplace, but soon, you'll begin an epic adventure.
- **Follow the stream as you swim (run!) downstream toward the ocean.** [Point to the Ocean poster.] In the ocean, you'll grow big and strong!
- **Once you're fully grown, it's time for the hardest part—returning home!** You must fight your way upstream, against the rushing current, to get back to where you were born.
- **Along the way, watch out for eagles!** But don't worry, there are some safe spots:
  - ◆ The ocean is a resting place. You can take a break behind the Ocean poster. [Point it out.]
  - ◆ Deep pools in the stream (hula hoops/rope or chalk circles) provide shelter. You can stay inside them to hide from predators. [Point them out.] But you can only stay there for 5 seconds before moving on.
- **Your mission? Make it back to your birthplace safely!** Your birthplace is also the spawning grounds for the next generation of salmon. If you make it back, you'll become the parents of baby salmon, continuing the great cycle of life!
- **If your luck runs out, and you get tagged** . . . Stand over to the side away from the stream. Don't worry, the game isn't over yet! You'll be playing another round.

## Ready, Set, Go!

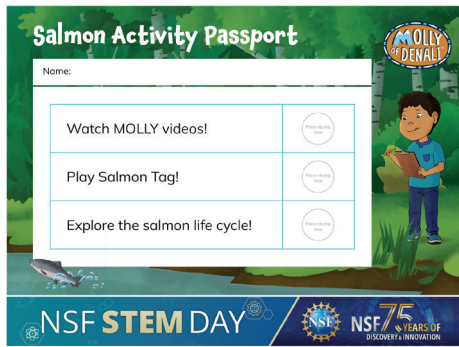
Remind kids: Salmon, you are swimming down and back, but if you get tired you can stop in the ocean and deep pools for 5 seconds. Eagles, you are trying to stop the salmon by pulling their scarves before they get back home, but remember, they are safe if they're in the ocean or in the deep pools.

## Play Round One

1. Have the salmon line up at the Spawning Grounds poster and get ready.
2. Say "Go!" and let them begin their journey.
3. A moment later, release the predators to chase them.
4. The round ends when all salmon have either made it back to their birthplace or been caught by predators.

## Play Round Two

1. Switch roles—salmon become predators, and predators become salmon.
2. Collect the scarves and pass them out to the new group of salmon and predators.
3. When the round is over, take a quick moment to reflect:
  - How many salmon made it home? How many were caught?
  - What did it feel like to be a salmon?
  - How did it feel being a predator hunting for food?



At the end of the activity, add a stamp in each kid's passport.



## Activity Station 3:

# Salmon Life Cycle: A Role-Play Story

As kids listen to the story of the salmon's journey, they'll rotate their Salmon Life Cycle necklaces and act out being a salmon—curling up like tiny eggs, swimming downstream, and battling currents and waterfalls on their way back home.

### Preparation

1. **Event staff/volunteers needed:** Select two co-leaders to guide the kids through the activity, providing them with the story in advance to practice. Choose individuals who are comfortable adding dramatic flair to their reading and bringing creativity and enthusiasm to acting out the role of the salmon.

- One co-leader will be the storyteller.
- One co-leader will act out the different stages of the salmon's life. *(The green italic text describes how to imitate the salmon and what to say to kids and when props need to be changed.)*

2. **Gather materials and props**

- Activity Station 3 placard
- Salmon Life Cycle Necklaces (Instructions and template provided. Note that assembling the necklaces can be time-consuming.)
- Salmon Life Cycle Story Cards
- Some tables (for kids to hide under)
- Optional: crepe paper streamers (tape strips so they hang from the edge of the table to the floor, mimicking vegetation in the stream that kids can hide behind)
- A yardstick (to show the length of an adult salmon)
- A mat or obstacle (like a cardboard box or milk crate for kids to jump over)

3. **Set up the role-play area**

- Set up the Activity Station Placard near the storyteller
- Designate specific areas:
  - ◆ Birthplace/spawning ground (starting point)
  - ◆ Ocean (farther away)
  - ◆ Stream/River (imaginary path connecting the two)

4. **Distribute Salmon Life Cycle necklaces to kids**

- Show kids how to rotate the wheel counterclockwise (left) to reveal each stage.
- Have them set their necklaces to the *Egg* stage before beginning.

## Introduce the Story

Get ready to hear the incredible story of the salmon's life! As the story unfolds, we'll rotate our Salmon Life Cycle necklaces and act it out—pretending to be salmon at each stage of their journey.

### Egg

#### Make sure necklaces are set to Egg

- You are tiny Chinook salmon eggs, no bigger than a pencil eraser! You live in a cold, clean stream. *(Crouch down into a ball.)*
- You are safe with the other eggs. Your home is called a *redd*. Your *mama fish* made the *redd* with her tail. The *redd* is a hole in the gravel. She covered her eggs with gravel to keep the eggs safe. *(Sink down deeper into the "gravel.")*
- You have been in the *redd* for several months. It is early spring . . . and you hatch! *(Hatch out of the egg.)*



### Alevin

#### Turn necklaces to Alevin

- You are a newly hatched salmon called an *alevin*! You have a bright orange yolk sac full of food. *(Pretend to munch on food.)*
- Your bright color makes you an easy target for predators, so stay hidden in the gravel. *(Crouch and hide.)*
- You stay in the *redd* for 2 or 3 more weeks. You use up all the food in your yolk sac. You've been practicing swimming. Now it's time to leave the *redd* and swim up into the river. *(Swim up from the gravel and into the stream.)*



### Parr

#### Turn necklaces to Parr

*Co-Leader scatters plankton cards*

- You've grown into a *parr*! Now you're 4 inches long. *(Show 4 inches with fingers.)* You are light brown. You have dark spots on your back and stripes on your sides.
- You're hungry! Look for food. *(Collect plankton cards.)*
- You eat plankton. You grow bigger. Watch out! Here comes a big trout who wants to eat you for dinner!" *(Hide under tables.)*
- As you grow, your body is changing to get ready for life in the ocean. *(Stretch and grow.)*



- You lose your spots and stripes and turn a silvery color. Your sense of smell improves so that you'll be able to smell your way back to your stream where you were born *(Sniff the air.)*
- You'll join a school of fish to help protect you from predators. *(Come together in a group—or several groups, if many kids.)*
- When you're about a year old, you'll swim down the river toward the ocean. *(Swim to the ocean.)*

## Adult

### Turn necklaces to Adult

*Co-Leader scatters krill and herring cards*



- You've made it to the ocean! You'll live here for 3 to 4 years, but life isn't easy—whales, sea lions, and sharks all want to eat you! Here comes a sea lion. Hide! *(Hide under tables.)*
- You eat a lot to grow strong! Time to eat some sea creatures—herring, smelt, squid, and krill. *(Collect krill and herring cards.)*
- "Now you're a full-grown salmon—3 feet long and 30 pounds!" *(Show the yardstick.)*
- "It's spring, and the fiddlehead ferns are growing—that means it's time to head home! *(Move toward the river.)*

## Spawning Adult

### Turn necklaces to Spawning Adult

*Co-Leader places mats or obstacles along the river*



- You begin the long journey home! It's not easy. You must swim upstream, against strong currents. *(Run in place.)*
- Jump up waterfalls to keep going! *(Jump over mats/obstacles.)*
- You swim thousands of miles. It takes 1 to 2 months to reach the stream where you were born. People say the salmon "run" when they swim back home. *(Run in place.)*
- Bears, birds, and people want to eat you! Find a hiding spot! *(Hide under tables.)*
- Your body changes color—you turn deep red. You finally reach the stream where you were born! Now it's time to spawn. Use your tail to build a redd and lay eggs. *(Wiggle your fannies.)*
- After a long and exciting life, the salmon die. But their bodies become food for animals and plants. The life cycle starts again when new salmon eggs hatch.

## Wrap-Up Reflection

After the role-play, invite kids to reflect:

- What do you think was the hardest part of a salmon's journey?
- What was the most fun part?
- How do you think real salmon feel during their migration?

**Salmon Activity Passport**

Name: \_\_\_\_\_

Watch MOLLY videos!	Stamp Here
Play Salmon Tag!	Stamp Here
Explore the salmon life cycle!	Stamp Here

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At the end of the activity, add a stamp in each kid's passport. Kids can keep their necklaces and take them home.

# Share and Celebrate Station

After a fun day of learning about salmon, kids share their experiences. They present their passports, complete their salmon journals, and receive their very own “I Celebrate Salmon!” Certificates. They can also take a photo with Molly (the walkabout character)!

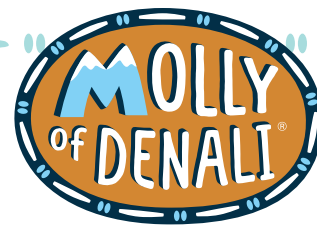
## Preparation

1. **Event staff/volunteers needed:** One leader to award the certificates and help kids with their “My Salmon Journal” (ideally the Elder or the MC), plus 3–5 others.
2. **Gather materials**
  - Share and Celebrate Station Placard
  - “I Celebrate Salmon!” Certificates
  - Markers, crayons and colored pencils
3. **Assign roles**
  - **Awarding “I Celebrate Salmon!” Certificates:** Decide who will award the certificates. The Elder or MC participating in the event would be meaningful choices.
  - **“My Salmon Journal” Helpers:** Encourage kids to turn their passports over where they will find their “My Salmon Journal” and draw or write about the day’s activities. For young children who might need assistance, ask them what they learned or love about salmon, then write their responses
  - **Molly Walkabout Character (and handler):** Molly will meet with kids and be available for photos
  - **Photographer:** Offer to use families’ phones to take their photos with Molly.

## Time to Share and Celebrate!

- **Award time!** Have kids show you their Salmon Activity Passports. Then present them with the “I Celebrate Salmon!” Certificates.
- **Share about salmon.** Using the “My Salmon Journal” on the back of their passports, invite kids to draw or write something they learned about or love about salmon.
- **Photos!** Offer to take a photo with Molly using families’ phones.





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This material is based upon work supported by the U.S. National Science Foundation under Grant No. 2049767. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the U.S. National Science Foundation. Molly of Denali is a registered trademark ® of the WGBH Educational Foundation. Copyright © 2019-2025. All rights reserved.