DIVE INTO THE MARINE AREA OF

ERIMITIS

EDUCATIONAL BOOKLET

www.isea.com.gr

BLUE MARINE FOUNDATION

IONIAN ENVIRONMENT FOUNDATION

DIVE INTO THE MARINE AREA OF

ERIMITIS

EDUCATIONAL BOOKLET

This educational booklet is part of the project "**Working to effectively manage and protect the marine area of Erimitis peninsula**". It provides information on the marine area of Erimitis and proposes a number of activities that can take place in Erimitis or other coastal areas, which could be used by educators in the context of the environmental projects suggested by the curriculum during relevant teaching hours. The material is designed for students between the ages of 5 and 15 years old and is divided into two sections, each dedicated to a specific age group. This booklet is available in English, and Greek.

These educational materials are accompanied by an informative presentation, which educators are encouraged to present before implementing the activities. It is also recommended that teachers review all the information provided here and in the presentation, and also read more information about the topic on iSea website here: https://isea.com.gr/erimitis/?lang=en

iSea
www.isea.com.gr
BLUE MARINE FOUNDATION
IONIAN ENVIRONMENT FOUNDATION

Environmental Organisation for the preservation
of the aquatic ecosystems
Thessaloniki, Greece
Phone: +30 2313090696
Email: info@isea.com.gr

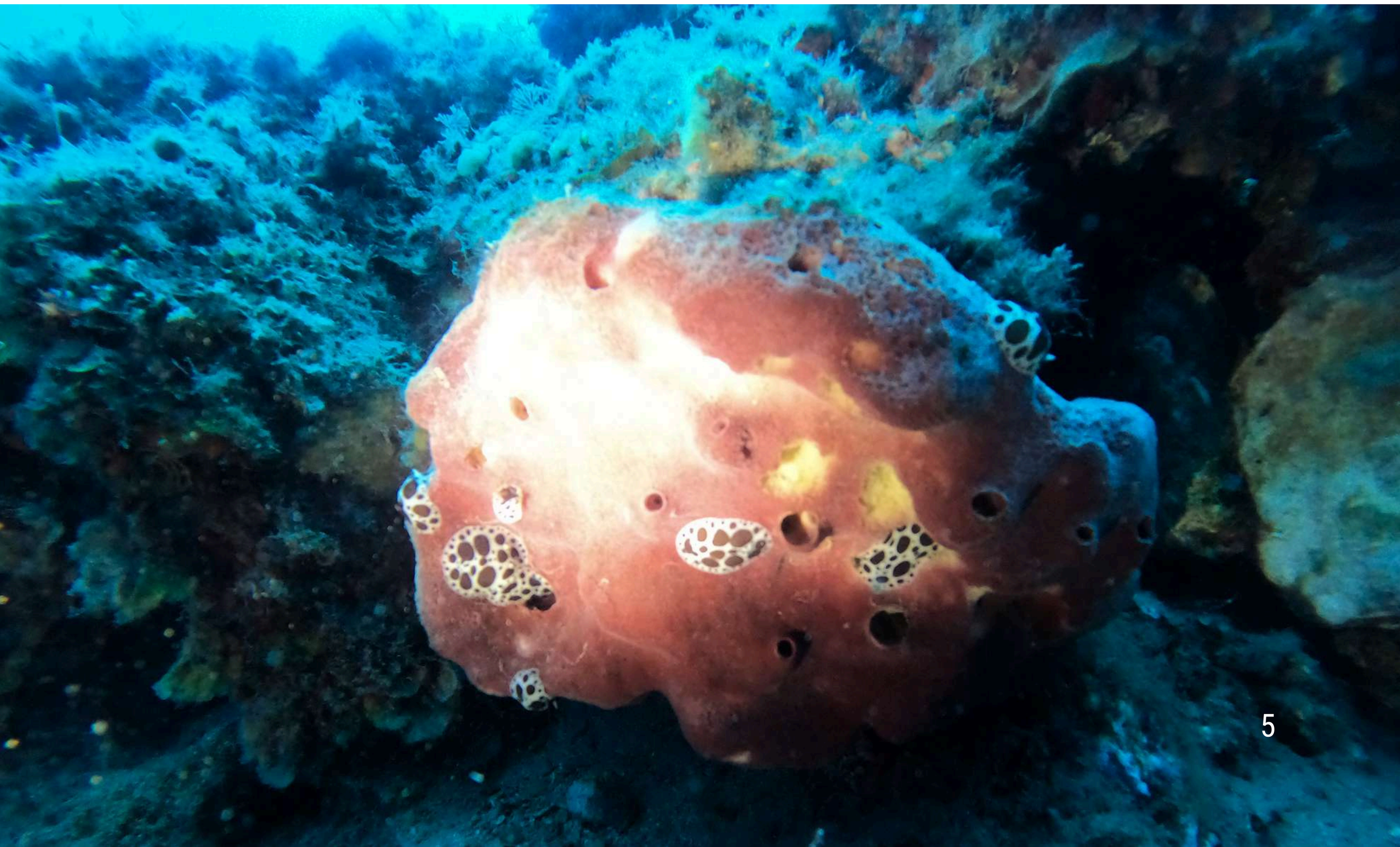
Developed by:
iSea

Design:
iSea

Images:
iSea
Dimitris Tosidis

iSea is an Environmental Organisation founded in 2016 and based in Thessaloniki, Greece with the goal to protect the aquatic ecosystems. The present educational material was produced in the context of the project ‘Working to effectivelly manage and protect the marine area of Erimitis peninsula”, implemented by iSea in collaboration with the local association **Erimitis Plous** and funded by **Blue Marine Foundation** and the **Ionian Environment Foundation**.

CONTENTS



ERIMITIS: A FEW WORDS

Erimitis peninsula, located in the Northeast of Corfu, borders the western coast of Albania through a narrow channel that links the Adriatic with the Ionian Sea.

The region includes 7 bays that remain largely intact from human disturbance and are mostly enjoyed by locals, visitors, and nature lovers.

iSea has been working in the area since 2021, focusing on showcasing the importance of the marine area of Erimitis. Actions involved the recording of important habitats, creating a marine species checklist identifying rare and protected marine plants and animals, and identifying the areas' threats while running several awareness campaigns using the findings.

SCAN HERE FOR THE INVENTORY OF KNOWLEDGE

MARINE HABITATS & SPECIES OF ERIMITIS

In the studied area, **5** habitat types were identified:

1. Reefs,
2. Sandbanks,
3. Large shallow inlets and bays,
4. Submerged or partially submerged sea caves,
5. Posidonia beds (*Posidonia oceanica*)

A total of **211** marine species were identified in Erimitis, of which **186** fauna (animals) species and **25** flora (plants).

The fauna species included fishes, molluscs, echinoderms, marine mammals and reptiles, and others.

Axinella cannabina
(Orange Candlestick Sponge)

Aplysina Aerophoba
(Gold sponge)

Zeus faber
(John Dory)

Scyllarides latus
(Mediterranean slipper lobster)

Condylactis aurantiaca
(Golden anemone)

Ophidiaster ophidianus
(Purple Starfish)

Pinna rudis
(Spiny Fan Mussel)

THREATS & PRESSURES

The region of Erimitis includes seven beaches that are almost intact from human disturbances, as the beaches can only be approached by trails or from the sea!

Albeit, there are undergoing development plans for the whole peninsula, which would severely affect its natural ecosystem, like the construction of a marine on the Posidonia meadow of its coast.

To support and promote the area's sustainable management, iSea further set out to identify the current human pressures on the identified species and habitats and propose science-based management actions to preserve them.

The Eastern Ionian Sea is characterized by high **tourist pressure**, especially from boats, being among the most popular locations in the Mediterranean for sailing. Erimitis receives considerably less tourism in comparison to other places in Corfu and the Ionian, but the vast number of boats has an impact on the Posidonia meadows.

To evaluate the most threatened areas of Posidonia by uncontrolled anchoring pressure, drone surveys were undertaken by iSea. According to their results, the highest proportion of boat records was located in Arias bay, followed by Vrachli and Akoli, while over 65% of the recorded boats were anchored on Posidonia meadows.

A variety of other human activities also leave their mark on the distribution and the health of the meadows in the wider area, including fish farming and poor sewage treatment.

Coastal development

Unregulated a nchoring

Fish farming

Pollution

Alien species

THREATS & PRESSURES

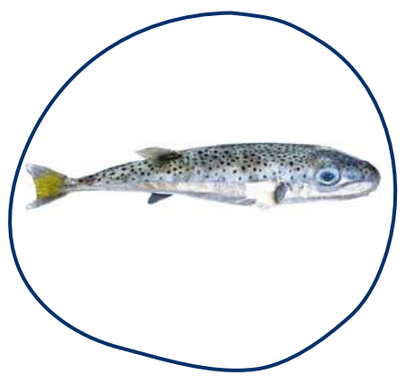
In addition, despite a lack of records of non-native (alien) species in Erimitis in 2021 and 2022, a total of 8 alien species have been recorded within 2023 and 2024, of which 3 species of fish fauna and 5 of marine flora (seaweeds and seagrasses).

More than 300 marine alien species have been recorded in Greece, while a number of these are considered invasive, causing ecological damage such as displacement of indigenous species, loss of genotypes, alteration of the structure of indigenous communities, change of food webs, etc. Equally, they have a significant impact on local economies in regions throughout Greece as they affect fishing catches and tourism. The European Commission has estimated the economic impact of invasive species at 12 billion euros per year. Lastly, some species pose a direct threat to people. For instance, Silver-cheeked Toadfish is toxic if consumed, while lionfish have poisonous spines.

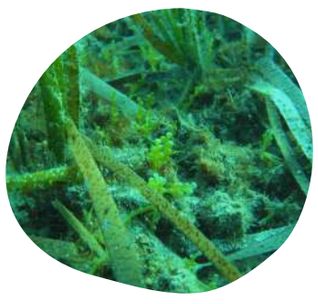
Despite a lack of records of alien species in Erimitis in 2021 and 2022, a total of 8 alien species have been recorded within 2023 and 2024, of which 3 species of fish fauna and 5 of marine flora (seaweeds and seagrasses).

Lionfish
Pterois miles

Dusky Spinefoot
Siganus luridus



Silver-cheeked Toadfish
Lagocephalus sceleratus



Grape alga
Caulerpa cylindracea

Broadleaf Seagrass
Halophila stipulacea

Dead Man's Fingers
Codium fragile

Galaxaura rugosa

Red Sea Plume
Asparagopsis taxiformis

ACTIVITIES FOR AGES 5-10

IN-CLASS ACTIVITY: ROLE PLAYING

Purpose & Objectives of the Educational Activity

1.1. Purpose

The purpose of this activity is to raise children's awareness about the ecological value of the Erimitis marine area and the threats it faces.

1.2. Specific Objectives

Role-playing provides students with the opportunity to:

- Learn about the significance of Erimitis
- Understand the characteristics and organisms of the area, as well as the threats they face
- Recognise how their actions impact the marine ecosystem
- Evaluate their own ideas as well as those of their classmates and assess their effectiveness
- Challenge behaviors that contribute to the degradation of the ocean
- Choose ways to act to protect the oceans

Educational Method

In role playing, the current situation in the Erimitis marine area, in northeastern Corfu, is represented, highlighting the richness of this marine ecosystem, the threats it faces, and the need for its preservation. Children take on the roles of elements of the natural environment and other organisms living in the area, and are asked to defend their "positions" and "interests." In this way, children learn to observe, imitate, use their senses, take the perspective of other organisms, recognize their needs, express their emotions, and have fun.

Children are invited to become protagonists in the story, gaining the power to propose alternative courses of action. Students play an active role in learning and develop a deeper understanding of the issue they are studying.

IN-CLASS ACTIVITY: ROLE PLAYING

Description

- The topic of Erimitis is introduced through the educational presentation.

- The teacher presents the scenario, briefly describing the problem addressed by the game and highlighting the roles involved.

- The teacher informs students about the scenario, the roles they will play, and the rules of the game.

- **Scenario:** The children are divided into different role groups. Suggested groups: **habitats,** like Reefs and Posidonia meadows, **fish,** like Dusky groupers and Parrotfish, **marine mammal,s** like Bottlenose dolphins and Monk seals, **reptiles,** like Loggerhead sea turtles and Green turtles, and **Seabirds,** like Cory's seawaters or Mediterranean shags. They are invited to imagine that they live in a community in the Erimitis area and to act according to what they have learned, to realize why they are living or using the area and describe the pressures that affect the ecosystem. Based on their age, they can also enrich their results by suggesting possible solutions from their perspective.

- They study with the help of their teacher their roles and discuss them within their group, using information from the available materials. Based on their age, the activity may be more or less guided by the educator.

- The role playing unfolds under the guidance and coordination of the teacher, who takes on the role of the narrator and chooses which group will speak.

- At the end, the class all together evaluates the situation of the area and discusses the problems and if they were addressed, the relationships that are developed among the species, and how human factors affect the ecosystem, concluding with ideas and behaviors that could lead to the sustainable management of the area.

IN-CLASS ACTIVITY: ROLE PLAYING

- The teacher coordinates the process, ensures the rules are followed, encourages discussion, and prompts the groups to support their positions, justify their arguments, and reach the best possible solution to the problem being addressed.

- At the end, all participants explore a mutually agreed solution to a problem that has been prioritised as major. Each group evaluates the effectiveness of their arguments as well as those of the other groups in negotiating the problem and finding a consensus solution. The teacher, after the discussion between groups concludes, presents the problem addressed, the opinions expressed by each involved group, the arguments supporting them, and proposes a solution that synthesises the viewpoints and reasoning presented.

OUTDOOR ACTIVITY: LET'S BECOME CITIZEN SCIENTISTS

Purpose & Objectives of the Educational Activity

1.1. Purpose

The purpose of this activity is to raise children's awareness about the ecological value of coastal areas, such as Erimitis, and the organisms living there.

1.2. Specific Objectives

Citizen science provides students with the opportunity to:

- Explore the area of Erimitis (or other coastal area) and the species it hosts through experiential learning
- Observe the organisms in the area and understand their common and different characteristics
- Recognize the number of organisms found in an area that they do not realize without actually exploring it
- Use New Technologies and tools that can become valid sources of information
- Work in teams
- Develop soft skills
- Connect with nature, which is a prerequisite to admire and protect it

OUTDOOR ACTIVITY: LET'S BECOME CITIZEN SCIENTISTS

Description

- The activity can take place in Avlaki beach, Erimitis, or an alternative coastal area in Corfu, where the class looks for and observes the different species of fauna (animals) and flora (plants). Before their visit, the teacher can present them with the existing observations of the area on the **iNaturalist** platform by focusing on the area on the platform's interactive map. Based on these records, they print the photos of these species, and they create a list of the animal and plant species found in the area (see example species found in Erimitis).

- The printed photos and list of species are used during the field activity as an info pack for each team (like a species Bingo card). If working in separate teams in the field is impossible or not needed, the whole team can work together, guided by the teacher. A template species list is available below.

- When in the area, the children are working in teams covering different areas and recording the number of animal and plant species they observe. Simultaneously, the teacher photographs the species they encounter.

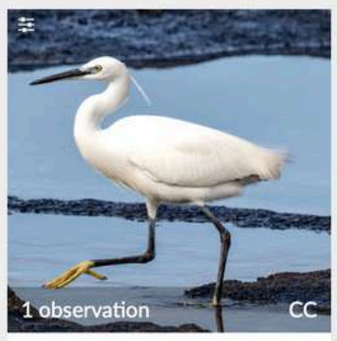
- Back in the classroom, the results of their visit are presented. Children discuss the species they observed and whether their observations match the existing records on iNaturalist. Finally, the teacher uploads their new observations to the platform. You can also email the filled-out form to info@isea.com.gr to share your observations!

OUTDOOR ACTIVITY:
LET'S BECOME CITIZEN SCIENTISTS

DIVE INTO THE MARINE AREA OF

ERIMITIS

FAUNA



Little Egret
(*Egretta garzetta*)

European Honey-Buzzard
(*Pernis apivorus*)

Eurasian Jay
(*Garrulus glandarius*)

Whinchat
(*Saxicola rubetra*)

Coypu
(*Myocastor coypus*)

Balkan Band-winged Grasshopper
(*Oedipoda meridionalis*)

Common Hairy Field Spider
(*Neoscona subfusca*)

Grass Snake
(*Natrix natrix*)

Mediterranean House Gecko
(*Hemidactylus turcicus*)

Little Grebe
(*Tachybaptus ruficollis*)

Black-winged Stilt
(*Himantopus himantopus*)

Balkan Green Lizard
(*Lacerta trilineata*)

Pond Slider
(*Trachemys scripta*)

Blue-throated Keeled Lizard
(*Algyroides nigropunctatus*)

Scarce Swallowtail
(*Iphiclides podalirius*)

Southern White Admiral
(*Limenitis reducta*)

Common Blue
(*Polyommatus icarus*)

Holly Blue
(*Celastrina argiolus*)

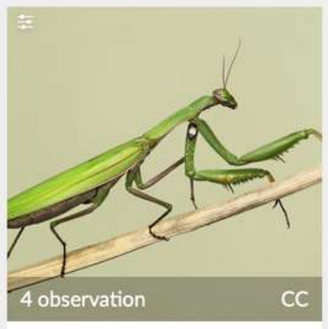
Cleopatra Butterfly
(*Gonepteryx cleopatra*)

Speckled Wood
(*Pararge aegeria*)

Broad Scarlet
(*Crocothemis erythraea*)

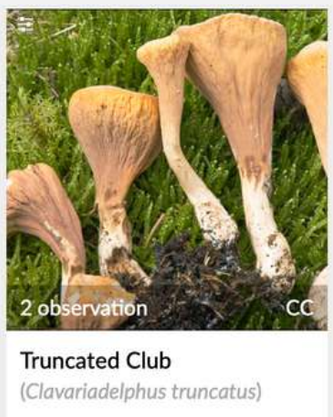
Indian Milkweed Bug
(*Spilostethus pandurus*)

Gargano Marbled Bush-Cricket
(*Eupholidoptera garganica*)

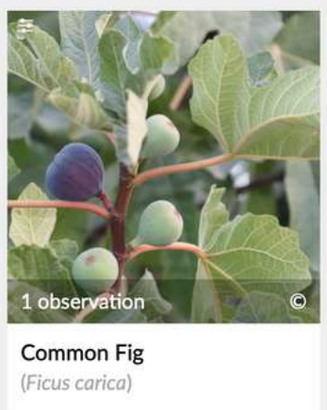


European Mantis
(*Mantis religiosa*)

FLORA



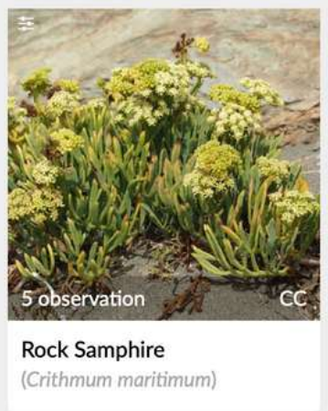
Truncated Club
(*Clavariadelphus truncatus*)



Common Fig
(*Ficus carica*)

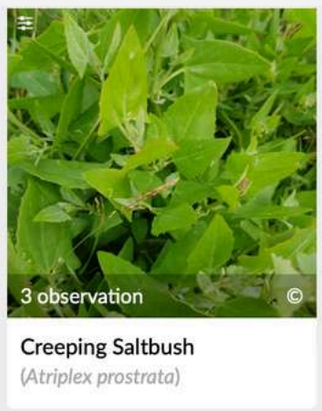
Chicory
(*Cichorium intybus*)

Bermuda Buttercup
(*Oxalis pes-caprae*)



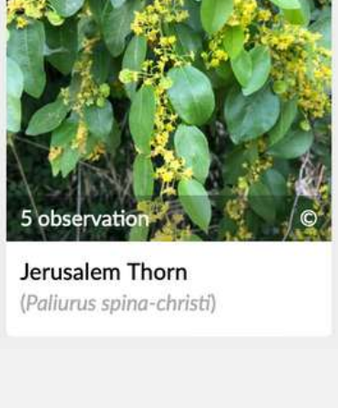
Rock Samphire
(*Crithmum maritimum*)

Laurustinus Viburnum
(*Viburnum tinus*)

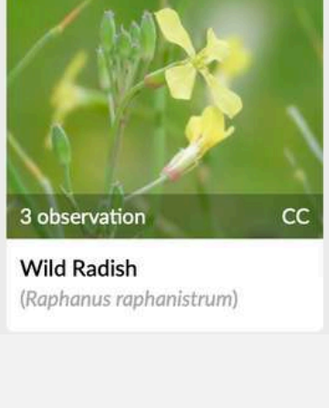


Creeping Saltbush
(*Atriplex prostrata*)

Neptune Grass
(*Posidonia oceanica*)



Jerusalem Thorn
(*Paliurus spina-christi*)



Wild Radish
(*Raphanus raphanistrum*)

TOTAL FAUNA:

TOTAL FLORA:

TOTAL SPECIES OBSERVED:

OUTDOOR ACTIVITY:
LET'S BECOME CITIZEN SCIENTISTS

DIVE INTO THE MARINE AREA OF

ERIMITIS

FAUNA

FLORA

TOTAL FAUNA:

TOTAL FLORA:

TOTAL SPECIES OBSERVED:

ACTIVITIES FOR AGES 11-15

IN-CLASS ACTIVITY: THE LOCAL COMMUNITY WORKING TO PROTECT ERIMITIS

Purpose & Objectives of the Educational Activity

1.1. Purpose

The purpose of the activity is to raise children's awareness about the ecological value of Erimitis and other coastal areas, and the threats they face. The activity simulates the behavioural decisions of different stakeholders within the local community to manage Erimitis.

1.2. Specific Objectives

The role-playing game allows students to:

- Understand the importance of Erimitis and our oceans.
- Comprehend the characteristics of the area, the threats it faces, and the priorities that future efforts should focus on.
- Recognize how their actions impact the marine ecosystem.
- Understand the different or conflicting interests of social groups involved.
- Develop arguments to support their positions.
- Evaluate their own ideas as well as those of their classmates and examine their effectiveness.
- Challenge behaviors that contribute to the degradation of the area.
- Choose ways of acting to protect the area.
- Recognize the need for conscious action to ensure the sustainable coexistence of all stakeholders living in coastal regions.
- Understand the importance of collaboration.

IN-CLASS ACTIVITY: THE LOCAL COMMUNITY WORKING TO PROTECT ERIMITIS

Educational Method

The role-play simulation method was selected to achieve the purpose and specific objectives while maintaining children's interest in the topic. The simulation activity represents the current situation in the Erimitis marine area, in northeastern Corfu, highlighting the richness of this marine ecosystem, the threats it faces, and the need for its conservation. Participants are invited to study the issue by taking on roles that represent individuals, social groups, or stakeholders of the local community involved in the situation, each with different or conflicting interests. Children become active protagonists of the story, gaining the power to propose alternative ways to manage the coastal area. Students take an active role in learning and develop a deeper understanding of the issue they are studying.

Description

- The topic of Erimitis is introduced through the educational presentation
- The teacher presents the scenario, describing the problem addressed by and introducing the roles involved, and explaining the rules and the process of the activity

IN-CLASS ACTIVITY: THE LOCAL COMMUNITY WORKING TO PROTECT ERIMITIS

- **The scenario:** Local stakeholders meet to discuss the management actions to take over the next 5 years in the area of Erimitis. Each **Stakeholder Group** (choose from available options below, made up of 2 or more students) is presented with **3 possible management actions** (see the available options reflecting low-intervention, mid-intervention, and high-intervention actions below). Each stakeholder group discusses internally and needs to decide on only 1 management action to be implemented for the next 5 years. During their decision, they need to assess the good and the bad possible outcomes of the chosen management action and try to get the best possible result with the least conflict/negative impacts on other stakeholders. Their decision is presented to the teacher and the rest of the stakeholder groups and written on the whiteboard.

- The teacher coordinates the process, ensures adherence to the agreed rules, encourages discussion, and prompts groups to support their positions, substantiate their arguments, and work toward the best possible solution to the problem. It should be made clear that there is no right or wrong decision, but stakeholders need to judge for themselves what would generate the best outcome.

- After stakeholders have chosen their management action, the teacher presents all the chosen management actions of all stakeholders to the class. Then, depending on the selected actions, the scenario will jump to the future and the teacher will present the **results/outcomes of the management actions** after their 5-year implementation (see the results per chosen management action below). The stakeholders will then realize what went well and what did not go well. Had they made the best choice after all, and what are the impacts on other stakeholders that they did not realize?

IN-CLASS ACTIVITY: THE LOCAL COMMUNITY WORKING TO PROTECT ERIMITIS

STAKEHOLDER GROUP	MANAGEMENT ACTIONS	RESULTS AFTER 5 YEARS
Fishers (professional)	1. Increase fishing effort with the current fishing practices	Fish stocks decline (e.g., dusky grouper, octopus) and their income drops
	2. Ban fishing seasonally during spawning and/or ban it within important nursery areas	Stock recovery
	3. Target invasive species	Fish stocks rebound strongly and fishers gain alternative income from invasive species marketing
Fishers (recreational)	1. Increase in fishing pressure in the area and continue using the same fishing practices	Fish stocks decline and increased catches of small individuals
	2. Ban fishing during fish reproductive periods and follow rules for minimum catch sizes which let fish reproduce for at least once	Stock recovery
	3. Creating no-fishing zones in important nursery areas	Healthier and bigger fish populations
Landowners	1. No action or regulation of activities within their land	Habitat degradation and reduce in the number of foreign and local visitors that enjoy the natural beauty of the area
	2. Common agreement between local landowners to not develop new constructions within their land	The landscape remains scenic and an increased number of nature lovers visit the area
	3. Common agreement between local landowners, not only not to develop new constructions, but also to take actions for the ecosystem's preservation and restore to preserve and restore, like reforestations	Biodiversity becomes reachers and people are increasinlgy visiting the area to enjoy its wildlife
Boat Rental Companies	1. No action, business as usual	Anchor scars expand, seagrass meadows degrade, less species sightings.
	2. Raising awareness of environmentally friendly behaviors when sailing/renting a boat, like responsible anchoring practices away from the Posidonia meadows, and the code of conduct with the wildlife	Partial Posidonia meadow protection, but many offenders who may destroy the meadows and disturb marine wildlife
	3. Enforcing regulations on anchoring and marking no-anchor areas where Posidonia meadows are found	Seagrass recovery, clearer water, and more encounters with wildlife, like dolphins and Mediterranean monk seals.
Local Restaurants	1. Sourcing fish and seafood without following sustainability guidlines	Decline in local seafood availability
	2. Support exclusively local fishers	Better collaboration with local fishers and improvement of their income
	3. Responsible fish and seafood choices only, exclusively from local fishers and strict guidelines not to include species that are in danger of extinction, but promote the consumption of invasive species instead	Contribution to the protection of the local biodiversity and fish stocks

IN-CLASS ACTIVITY: THE LOCAL COMMUNITY WORKING TO PROTECT ERIMITIS

STAKEHOLDER GROUP	MANAGEMENT ACTIONS	RESULTS AFTER 5 YEARS
Day Cruises	1. Continue mass-tourism cruises	Noise and litter pollution, wildlife disturbance, complaints from locals
	2. Limit passenger numbers and trips per day	Lower pollution levels, lower consumption of resources and better control of the visitors so that they do not disturb wildlife
	3. Implement “low-impact routes” avoiding sensitive Posidonia zones and only employ local guides	Marine species are undisturbed and encounters are more frequent, as a result more nature lovers choose day cruises in the area
Visitors	1. No behavioural change	Littering and wild life disturbance
	2. Participate in local awareness raising events or actions, like beach clean ups	Cleaner beaches and stronger community engagement with active participation of citizens that can face environmental crisis, like wild fires
	3. Join biodiversity monitoring projects through citizen science	Visitors interested in re-visiting the area multiple times
Local Farmers	1. Maintain current farming practices with the use of fertilizers/pesticides	Run off causes algal blooms and seagrass degradation, soil pollution also caused
	2. Reduce chemical use and adopt buffer zones near streams	Stable yields and improved water clarity and quality
	3. Transition to organic farming and participate in agro-tourism schemes	Cleaner waters, increased pollinators, increased income opportunities through organic products and visitors
Municipality	1. No specific policy or enforcement for the area	Continued declining in environmental quality
	2. Support with extra infrastructure, like litter bins and informative signs	Cleaner coasts, better stakeholder cooperation
	3. Formally recognize a Management Plan for the protection of Erimitis and support management actions towards this initiative	Better funding opportunities for the protection of the local environment, improved ecosystem health and sustainable income streams from visitors
Environmental Education Centre	1. No environmental projects focused on Erimitis	Limited awareness, little change in behaviour
	2. Include projects for Erimitis within their activities	Students informed and take actions for the area’s protection
	3. Develop hands-on field projects with field visits in the area of Erimitis	Youth become ambassadors explore the natural value of the area, ripple effects to families and visitors, noticeable long-term stewardship mindset

OUTDOOR ACTIVITY: LET'S BECOME CITIZEN SCIENTISTS

Purpose & Objectives of the Educational Activity

1.1. Purpose

The purpose of this activity is to raise children's awareness about the ecological value of the Erimitis marine area, the organisms living there, and the threats it faces.

1.2. Specific Objectives

Citizen science provides students with the opportunity to:

- Explore the area of Erimitis and the species it hosts through experiential learning
- Observe the organisms in the area and understand their common and different characteristics
- Recognize the number of organisms found in an area that they do not realise without actually exploring it
- Use New Technologies and tools that can become valid sources of information
- Work in teams
- Develop soft skills
- Connect with nature, which is a prerequisite in order to admire and protect it

OUTDOOR ACTIVITY: LET'S BECOME CITIZEN SCIENTISTS

Description

- The activity takes place in a coastal area of Erimitis, where the class looks for and observes the different species of fauna and flora. Before their visit, the teacher can present them with the existing observations of the area on the **iNaturalist** platform by focusing on the area on the platform's interactive map or see example species found in Erimitis.

- When in the area, the children are working in teams covering different areas and recording the number of animal and plant species they observe, as well as any pressures or threats. The groups are specifically encouraged to observe the shoreline for washed-up leaves or any Posidonia oceanica fruits

The recording of organisms can be done via the iNaturalist platform using a mobile phone or tablet. If this is not possible, an info pack with printed photos and a list of species can be used during the activity. The list of animal and plant species found in the area can be created based on the records observed on the iNaturalist platform.

- The printed photos and list of species are used during the field activity as an info pack for each team. If working in separate teams in the field is not possible or not needed, the overall classroom can work together, guided by the teacher. A template species list is available below.

OUTDOOR ACTIVITY: LET'S BECOME CITIZEN SCIENTISTS

- The activity concludes with a group discussion. Children discuss the species they observed, whether their observations match the existing records on iNaturalist. They also discuss any threats to the coastal environment they noticed during their exploration.

- Visiting the coastal area of Erimitis is ideal, but not needed; the class can go to any coastal space of the area.

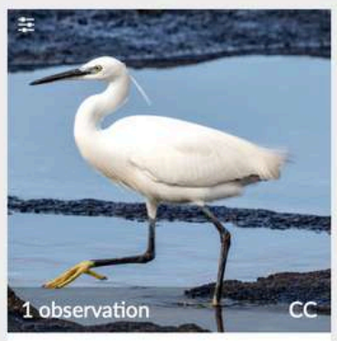
OUTDOOR ACTIVITY:
LET'S BECOME CITIZEN SCIENTISTS

DIVE INTO THE MARINE AREA OF

ERIMITIS

FAUNA

HUMAN ACTIVITIES/ PRESSURES IDENTIFIED :



Little Egret
(Egretta garzetta)

European Honey-Buzzard
(Pernis apivorus)

Eurasian Jay
(Garrulus glandarius)

Whinchat
(Saxicola rubetra)

Coypu
(Myocastor coypus)

Balkan Band-winged Grasshopper
(Oedipoda meridionalis)

Common Hairy Field Spider
(Neoscona subfusca)

Grass Snake
(Natrix natrix)

Mediterranean House Gecko
(Hemidactylus turcicus)

Little Grebe
(Tachybaptus ruficollis)

Black-winged Stilt
(Himantopus himantopus)

Balkan Green Lizard
(Lacerta trilineata)

Pond Slider
(Trachemys scripta)

Blue-throated Keeled Lizard
(Algyroides nigropunctatus)

Scarce Swallowtail
(Iphiclides podalirius)

Southern White Admiral
(Limenitis reducta)

Common Blue
(Polyommatus icarus)

Holly Blue
(Celastrina argiolus)

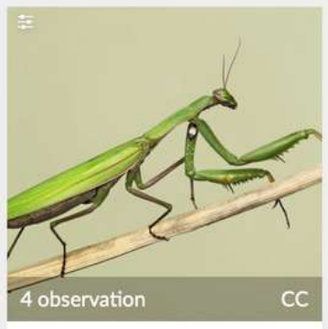
Cleopatra Butterfly
(Gonepteryx cleopatra)

Speckled Wood
(Pararge aegeria)

Broad Scarlet
(Crocothemis erythraea)

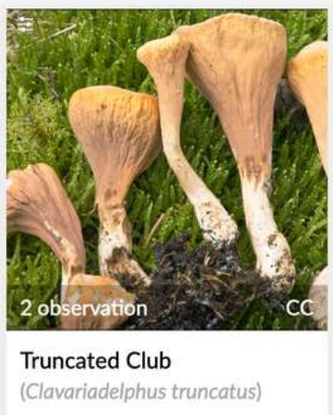
Indian Milkweed Bug
(Spilostethus pandurus)

Gargano Marbled Bush-Cricket
(Eupholidoptera garganica)

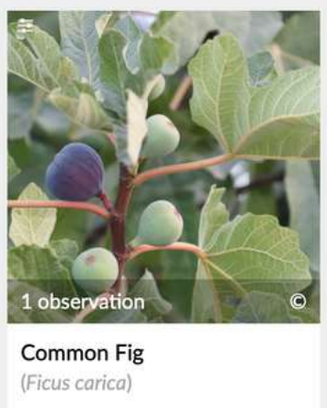


European Mantis
(Mantis religiosa)

FLORA



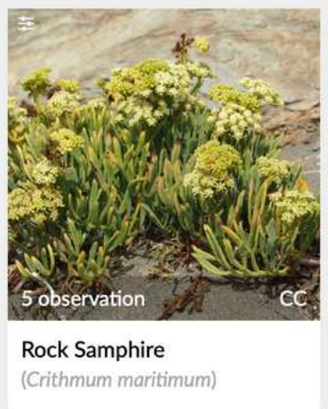
Truncated Club
(Clavariadelphus truncatus)



Common Fig
(Ficus carica)

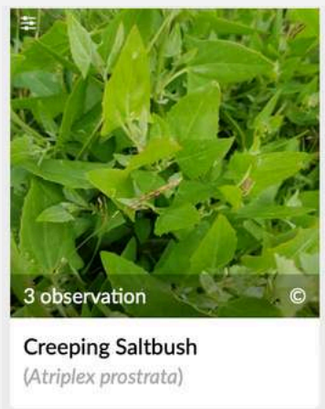
Chicory
(Cichorium intybus)

Bermuda Buttercup
(Oxalis pes-caprae)

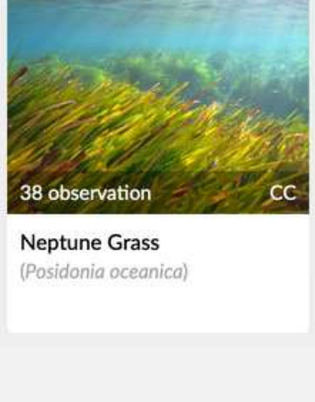


Rock Samphire
(Crithmum maritimum)

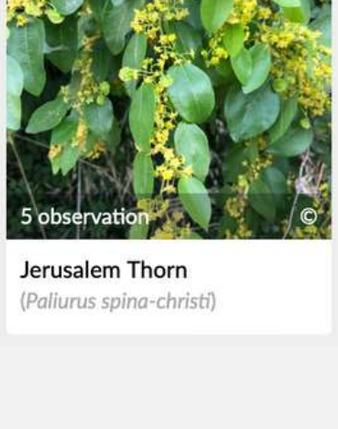
Laurustinus Viburnum
(Viburnum tinus)



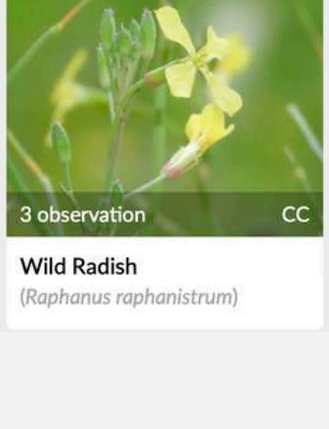
Creeping Saltbush
(Atriplex prostrata)



Neptune Grass
(Posidonia oceanica)



Jerusalem Thorn
(Paliurus spina-christi)



Wild Radish
(Raphanus raphanistrum)

TOTAL FAUNA:

TOTAL FLORA:

TOTAL SPECIES OBSERVED:

OUTDOOR ACTIVITY:
LET'S BECOME CITIZEN SCIENTISTS

DIVE INTO THE MARINE AREA OF

ERIMITIS

HUMAN ACTIVITIES/ PRESSURES IDENTIFIED :

FAUNA

FLORA

TOTAL FAUNA: **TOTAL FLORA:** **TOTAL SPECIES OBSERVED:**

DIVE INTO THE MARINE AREA OF

ERIMITIS

EDUCATIONAL BOOKLET

AGES 5-15

www.isea.com.gr

DIVE INTO THE MARINE AREA OF

ERIMITIS

EDUCATIONAL BOOKLET

AGES 5-15

This educational material booklet is part of the project "Working to effectively manage and protect the marine area of Erimitis peninsula". It provides information on the marine area of Erimitis and proposes a number of activities that can take place in Erimitis or other coastal sites, which could be used by educators in the context of the environmental educational curriculum and relevant teaching hours. The material is designed for students between the ages of 5 and 15 years old and is divided into two sections, each dedicated to a specific age group. This booklet is available in English, and Greek.

We'd love to stay connected! Please keep us updated and share photos of your activities, reach out if you need support or have questions.

Environmental Organisation for the preservation
of the aquatic ecosystems
Thessaloniki, Greece
Phone: +30 2313090696
Email: info@isea.com.gr

The present educational material was produced in the context of the project "Working to effectively manage and protect the marine area of Erimitis peninsula", implemented by iSea in collaboration with Erimitis Plous and funded by Blue Marine Foundation and the Ionian Environment Foundation.