WP 7	Deliverable 7.5, M36

MARBEFES Project

Title: Ocean Literacy report
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1. Introduction

This report has been prepared based on the findings of the Milestone 58 and works which have been realized over a course of the 36 month of the project duration.

Ocean Literacy (OL) is the understanding of the ocean's influence on us—and our influence on the ocean. It involves comprehending principles and concepts that explain how the ocean functions, how it changes, how it supports life on Earth, and how our actions impact its natural environment. The ocean literacy philosophy is based on seven following principles which create its framework (https://oceanliteracy.unesco.org):

1. The Earth has one big ocean with many features.
   All oceans are interconnected, forming a single global ocean system that drives climate, weather, and ecosystems.
2. The ocean and life in the ocean shape the features of the Earth.
   Ocean currents, waves, and marine life contribute to geological processes like shaping coastlines and forming islands.
3. The ocean is a major influence on weather and climate.
   It stores vast amounts of heat and carbon and drives weather patterns through interactions with the atmosphere.
4. The ocean made Earth habitable.
   It regulates temperature and provides oxygen and water-fundamentals for life as we know it.
5. The ocean supports a great diversity of life and ecosystems.
   From coral reefs to deep-sea trenches, the ocean is home to millions of species, many of which are still undiscovered.

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6. The ocean and humans are inextricably interconnected.
   We rely on the ocean for food, transportation, energy, and recreation. In turn, our activities—from pollution to overfishing—affect ocean health.
7. The ocean is largely unexplored.
   Much of the ocean is unmapped and unstudied, leaving potential for scientific discovery.

Ocean literacy empowers individuals and communities to make science-based and responsible decisions about the ocean and its resources. Educated citizens, who also represent all stakeholders, are more likely to support solutions that aim at protecting marine environments and adopt sustainable practices. Ocean literacy, beside a great educational value, also involves easier to understand scientific research, citizen science initiatives, marine conservation efforts.

Ocean literacy provides ocean framework for all, including scientists and ocean and coastal communities. Therefore, the role of ocean literacy in the MARBEFES project is clearly important and the project philosophy, objectives and methodology of research reflect the ocean literacy principles. Vast engagement of a variety of stakeholders, the array which covers all interested parties, regardless of age and background throughout the project life, initiatives which aim at promotion of ocean and ocean science, co-creation of such events with representatives of different stakeholders, numerous workshops and surveys provide us with a great amount of pan-European information on the state of ocean literacy among citizens in all BBTs, which are studied within the MARBEFES project.

The importance of ocean literacy for the MARBEFES partner consortium was set at the kick-off meeting, which was held in October 2022 in Sopot, Poland, where Yolanda Koulouri presented the ocean literacy concept and its importance for the project including: OL in relation to Sustainable Development Goals (SDGs) and UN Ocean Science Decade for Sustainable Development, possible synergies with UN Action Programmes and other projects, policy brief documents, surveys, resources and research publications in relation to knowledge, attitudes and behaviour for different target groups.

Then, shortly after the kick-off meeting, during the Ocean Literacy Working Group virtual meeting on 7 November 2022, following ocean literacy actions were made:

- OL framework was presented in details by Yolanda Koulouri (HCMR).
- Sustainable education (e.g., knowledge, data, information, context, experience, application) was presented by Tymon Zielinski (IO PAN).
- Discussion was held by partners in relation to OL issues within the framework of MARBEFES project and the appropriate conclusions were made and later described in detail in the Milestone 7.5.

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2. Ocean Literacy report

This report is fully based on the actions described in the Milestone 58 and its annexes, which include a comprehensive study regarding the OL activities across the world and the analyses of surveys used for the ocean studies of various kinds. It is also connected with Deliverable 7.6, since the surveys developed within this deliverable works are going to be used later in fall 2025 to produce data and information to fulfill the activities of the Deliverable 7.6.

In general, the ocean literacy principles' role in the MARBEFES lifetime involve the following steps, that are embedded in the project structure:

1. Focusing on the 5th (the ocean supports a great diversity of life and ecosystems) and 6th (the ocean and humans are inextricably interconnected) principles of the OL framework and their fundamental concepts concerning marine biodiversity and anthropogenic activities are essential for the project's objectives.
2. OL study set clarity to the concepts, keywords and terms used in WPs of the project.
3. Synergies with other initiatives and projects and communication-dissemination of results of the project at international events take place within the framework of the project.
4. Surveys targeting stakeholders by WP1 will provide OL outcomes and an additional survey for this target group in collaboration with WP1 have been proposed as an analysis outcome and further applied in the course of activities.
5. Available tools regarding knowledge, behavior, emotions of students, teachers, stakeholders, general public have facilitated the design and development of the "evaluation program".
6. A big survey across 12 BBTs (questionnaires including knowledge, perceptions, activism, communication, emotions) is being designed and developed targeting from 35 to 50 stakeholders and students of primary (K6) and/or secondary (K7-10) schools and/or university students (~150 students for each education level). This survey can be actually the evaluation program of the project.
7. Using the results of the analyses of the surveys we will map the OL related knowledge gaps and prepare guidelines for filling them in.

Using the framework of the above 7 points the evaluation program including monitoring and reviewing impact of ocean literacy activities is being constructed and includes the following steps:

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1. Surveys targeting stakeholders by WP1 will give OL outcomes and an additional survey for this target group in collaboration with WP1 is proposed as an analysis outcome (connection with WP1 and WP7).

2. Already available tools in relation to knowledge, attitudes, behaviour, emotions of students, teachers, stakeholders, general public are used for the design and development of the "evaluation programme". The survey is being designed and developed to retrieve insights, conclusions, and recommendations on the future expectations of how to create greater impact and visibility in terms of Marine Science Communication in Europe (connection with WP1 and WP7).

3. A big survey in two BBTs (questionnaires including knowledge, perceptions, activism, communication, emotions) will be designed and developed targeting students of primary (K6) and/or secondary (K7-10) schools and/or university students (~150 students for each education level). These BBTs involve the Gulf of Heraklion in Greece and the Gulf of Gdansk, both very different (i.e. Mediterranean and Baltic Seas regions with their own unique characteristics) and representing very different Ocean Literacy aspects (i.e. the coastal area of Heraklion Bay has developed OL activities during the last years while the coastal area of Gdansk has great experience on OL activities). We will try to attract some attention also in the Atlantic and Arctic BBTs in order to get a wider sample, however, event just the two original ones will provide interesting results. This survey will serve as a case study and the results will be used to design a survey for other ocean regions (connection with WP7).

Detailed information about the surveys.

OL survey targeting stakeholders of the project (WP1): A questionnaire has been developed including sections concerning questions/statements about: a) demographic characteristics (5), b) their relationship with the ocean/sea and coasts (3), c) knowledge and awareness (6), d) perceptions and attitudes (6), e) behaviour and activism (5), and f) communication (4). The questionnaire has been designed and developed based on previous experience of the partners and relevant surveys from published literature adjusted to the objectives of MARBEFES project. The goal is responses from ~35-50 stakeholders from each BBT of the project in order to evaluate OL levels for different OL dimensions. **This survey is included in Appendix I.**

OL survey targeting students of primary and/or secondary level schools: A questionnaire is being designed and developed including sections concerning questions/statements about: demographic characteristics (6), knowledge (7), perceptions (5), behaviour (5), experience (1), emotions (1). This short and simple questionnaire has been designed and developed based on previous experience of the partners and relevant surveys from published literature adjusted to the objectives of MARBEFES project, in collaboration with another European-

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funded project BlueLights and as a part of a Master Thesis that took place at HCMR in Crete within the IMBRSea program by Mrs Xenia Symeonidou. BlueLightS project aims at strengthening the knowledge and skills of European children and youth to deliver "blue" (rivers and seas) resilience and sustainability. The goal of MARBEFES project is responses from ~150 students (primary or secondary education level) from each BBT of the project in order to evaluate OL levels for different OL dimensions. **This survey is included in Appendix II.**

Examples of Ocean Literacy actions which project partners had run.

The MARBEFES partners have had a very active role in co-creating events related to Ocean Literacy, are present in expert bodies, are help to promote ocean issues in publishing activities. These include the following:

1. **Activities of WP7 and explicitly OL tasks run within the framework of MARBEFES project.**

    - OL survey within the framework of MARBEFES WP1 stakeholders, e.g. 2nd meeting of BBT12 (6 February 2025). Results are currently analyzed.
    - Survey answers were collected for the Gulf of Gdansk (9), Curonian Lagoon (10), Gulf of Oristano (3), Gulf of Heraklion (15), Dogger Bank (5), Porsangerfjorden (3), Bay of Biscay (10) and Irish Sea (8) BBTs. No answers were successfully gathered for neither of the two Svalbard BBTs, Archipelago Sea or Menorca Channel BBTs. While the collected data is still subject to further analysis, several themes have already emerged. The issues of pollution, climate change, overfishing and invasive species were depicted as among the most important environmental problems faced by the respective, appearing in at least one survey answer per BBT. The stakeholders surveyed identified the most common false opinions or beliefs about their BBTs based on their experiences and interactions with the general public. Again, certain beliefs appeared to be shared between different BBTs, e.g. the under appreciation of the local biodiversity was named in surveys concerning the Gulf of Gdansk, Irish Sea, Gulf of Heraklion and Porsangerfjorden BBTs. Similarly, lack of belief in climate change or its impact on local BBTs appeared in answers collected from the Irish Sea, Gulf of Heraklion, Gulf of Biscay and Dogger Bank BBTs. The answers to the final question, regarding the most bizarre falsehoods prevalent amongst the general population of the BBTs, while not yet fully analysed, appear to be more locale-specific and sharing less threads with other BBTs (i.e. 'radioactive water' in the Irish Sea BBT, 'underwater treasures' in the Gulf of Heraklion BBT or 'seals like to get petted' in the Gulf of Gdansk BBT). The shared themes here include [paraphrasing] 'the [BBT] needs more urbanisation', appearing in answers from the BBTs of Gulf of Gdansk, Curonian Lagoon and Gulf of Biscay BBTs, or 'the [BBT] does not need

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protection', appearing in answers from the Curonian Lagoon, Gulf of Heraklion and Dogger Bank BBTs.

- Social surveys run within the work of WP4 as part of the task on non-financial valuation of ecosystems and investigating socio-cultural perceptions about the marine environment. The surveys were carried out in the following BBTs:
  - Finnish Archipelago (Baltic Sea): 63
  - Gulf of Oristano (Mediterranean Sea): 188
  - Morecambe Bay (Irish Sea): 172
  - Belgian Coast (North Sea): 280
  - Bay of Santander (Atlantic Ocean): 316
  - Curonian Lagoon (Baltic Sea): 144.
  - Gulf of Heraklion (Mediterranean): 219

  The Gulf of Gdansk, Svalbard, and Porsanger Fjord are still collecting. Menorca Channel has yet to launch.

  The results are currently analyzed within the WP4 and will further inform activities for the OL final report (due in spring 2026).

- MARBEFES OL surveys for WP1 stakeholders and students for the "evaluation program" of the project (2025-2026). Results are currently analyzed and more results will be made available for further analyses in February 2026.

2. Activities that project partners had run in WPs, which are related to Ocean Literacy.

- Co-organization and membership in the scientific committees of the International Sopot Youth Conference 2025 Where the World is Heading and the International Sopot Youth Conference 2025 Where the World is Heading as MARBEFES partner. The conferences involved close to 200 participants from over 10 countries. Ocean issues were discussed over the course of two days (connection with WP7).
- Membership of the legal board of the European Marine Science Educators Association (connection with WP7).
- Co-chairing of the OL Working Group of EuroGOOS (connection with WP7).
- Membership of the UN Ocean Decade Action Programme «Scientists for Ocean Literacy» led by OL WG of EuroGOOS (connection with WP7).
- Membership of the UN Ocean Decade Action Programme "The Science we need for the Mediterranean Sea we want" (connection with WP7).
- Membership of the EU4Ocean Platform promoting OL across Europe and support of its component EU Blue Schools network by collaborating with different schools of the BBT12 (connection with WP7).

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- Organization of an OL session at the 10th EuroGOOS International Conference (connection with WP7).
- Participation with an announcement concerning blue education at the One Ocean Congress, 3-6 June 2025, Nice, France (connection with WP7).
- Participation in a discussion panel Round Table «Ocean Literacy – Blue Skills – Youth Engagement and Empowerment», 9th Our Ocean Conference, 15 April 2024, Stavros Niarchos Foundation Cultural Center, Athens, Greece (connection with WP7).
- Guest Editing for a special issue entitled "Educational Research in the Era of 2030 Agenda for Sustainable Development 2nd Edition" of the Sustainability Journal (connection with WP7).
- Organization of workshops and webinars for citizens (e.g. women's associations, university students, teachers, stakeholders) within the framework of different european-funded projects such as MARBEFES, BlueLightS, RESIsles, BlueMinds4Teachers, YOU4BLUE, GES4SEAS (connection with WP7).
- Bioblitz events in summer 2023 in Sopot, Poland and spring 2024 in Tromso, Norway. The bioblitz events are the part of the WP7 (Task 7.4 Training, education and ocean literacy) of the MARBEFES project (connection with WP7).
- Yolanda Koulouri (Greece) and Tymon Zielinski (Poland) were nominated in September 2025 to serve as national representatives of IOC-UNESCO for Ocean Literacy. Their knowledge and newly gained international experience will contribute to the evaluation program of the project (connection with all WPs).

Appendix I.

MARBEFES stakeholders' survey.

Appendix II.

MARBEFES students' survey.

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Appendix I. OCEAN LITERACY SURVEY FOR MARBEFES STAKEHOLDERS.

Introduction

This survey is part of the MARBEFES (MARine Biodiversity and Ecosystem Functioning leading to Ecosystem Services) project, a European-funded research project that investigates how marine biodiversity supports healthy ecosystems and the benefits they offer to society. One of the main aims of MARBEFES is to enhance Ocean Literacy—people's understanding, awareness, and connection to the ocean—by highlighting the many ways marine ecosystems influence our lives.

In Greece, the project is implemented through the Hellenic Centre for Marine Research (HCMR), focusing on the Gulf of Heraklion in Crete. This anonymous survey explores how people engage with this coastal area as well as their knowledge about it, with particular attention to the cultural benefits provided by the sea, such as education.

By better understanding these cultural benefits and how they relate to the health of marine ecosystems, we aim to support more inclusive and informed marine environmental policies that protect both nature and the human experiences it nurtures.

Data policy

General information

1. Gender: □ male □ female □ prefer not to mention

2. Age: □ younger than 20 □ 20-30 □ 31-40

□ 41-50 □ 51-60 □ older than 60

3. Country: _____ BBT:_____

4. Occupation: □ Academia & Research □ Public audience

□ Industry □ Private sector □ Public authorities □ NGOs

5. Education level: □ Elementary school □ Middle school □ High school

□ Vocational education □ College/University □ Master/PhD

About your relationship with the ocean/sea & coast

1. How often do you visit the ocean/sea and its coast?

a) Daily
b) At least once a week
c) At least once a month
d) At least once a year
e) Less than a year
f) Never
g) Other [Please describe]: _____

2. Which are your favourite activities to do in the ocean/sea and its coast? Select maximum 3 of the following:

a) Swimming
b) Water sports
c) Photography
d) Cycling
e) Jogging
f) Walking
g) Dog walking
h) Other(s) [Please describe]: _____

3. What do you feel when you are in the ocean/sea and its coast? Select maximum 3 of the following:

a) Joy and happiness
b) Sadness and worry
c) Peace and calm
d) Fear and anxiety
e) Excitement and fun
f) Anger and helplessness
g) Boredom and indifference
h) Other(s) [Please describe]: _____

Knowledge & Awareness (to be modified by locally-relevant locations/

features at each BBT)

1. Which of the following is true concerning the exploration of the ocean/sea? Select only one of the following:

a) People have been exploring the ocean/sea for thousands of years and most of it has been explored.
b) Almost all of the ocean/sea has been explored in the last 50 years because of new technology.
c) *Most of the ocean/sea is still unexplored despite improvements in technology in the last 50 years.
d) Most of the ocean/sea is still unexplored because scientists focus on the areas where most organisms live.
e) I am not sure/I don't know

2. There are over 30 major groups of organisms (vertebrates, arthropods, molluscs, etc.) on Earth. Where are most of these major groups found? Select only one of the following:

a) Most are found exclusively in the tropical rainforests
b) Most are found on both land and in the ocean/sea
c) About half are found exclusively in the ocean/sea

d) *Almost all are found exclusively in the ocean/sea
e) I am not sure/I don't know

3. Can you name any specific features of the undersea landscape or creatures or plants likely to be found on the seabed of the Gulf of Heraklion?

_____

_____

_____

4. Do you agree with the following statement? The health of the marine ecosystem of the Gulf of Heraklion and my health are connected.

a) Strongly agree
b) More or less agree
c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

5. In the past year, the health of the marine ecosystem of the Gulf of Heraklion has improved.

a) Strongly agree
b) More or less agree
c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

6. I am aware of the current issues affecting the marine ecosystem of the Gulf of Heraklion.

a) Strongly agree
b) More or less agree
c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

Perceptions & Attitudes (to be modified by locally-relevant locations/

features at each BBT)

1 The ocean/sea is so large, it is unlikely that humans will cause lasting damage to them.

a) Strongly agree
b) More or less agree
c) Neither agree nor disagree

d) More or less disagree
e) Strongly disagree

2. I believe that all of us regardless of where we live, near the marine ecosystem of Heraklion Bay or far away, are responsible for caring of it.

a) Strongly agree
b) More or less agree
c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

3. Regarding the marine ecosystem of the Gulf of Heraklion, do you think that the decision makers should pay attention to the views of the scientists or the views of the public? Select only one of the following:

a) A lot more to scientists
b) A little more to scientists
c) To both of them equally
d) A little more to the public
e) A lot more to the public

4. Collection of marine biodiversity data in the marine ecosystem of the Gulf of Heraklion is very important for society. Select only one of the following:

a) Strongly agree
b) More or less agree
c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

5. The development of tools in order to monitor marine biodiversity and enable predictions of the impacts of multiple human activities on the marine ecosystem of the Gulf of Heraklion is very important for society. Strongly agree

a) More or less agree
b) Neither agree nor disagree
c) More or less disagree
d) Strongly disagree

6. I am provided with enough information to help me make appropriate decisions with regard to the marine ecosystem of the Gulf of Heraklion.

a) Strongly agree
b) More or less agree

c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

Behaviour & Activism

1. I have changed my lifestyle the last 5 years to protect the marine environment.

1. Strongly agree
2. More or less agree
3. Neither agree nor disagree
4. More or less disagree
5. Strongly disagree

1a. If you have changed your lifestyle the last 5 years (answers 1.1, 1.2, 1.3), which, if any, of the following have influenced this behaviour change? Select maximum 3 of the following:

- Newspapers
- Online media
- Social media
- Friends or family
- TV / radio news
- TV / radio programmes or documentaries
- National Government
- Environmental campaigns
- Celebrities
- Information from children through their school
- Charities
- Politicians
- None of these have influenced my environmental behaviour in the last 12 months

Other (please specify):_____

2. I consider the marine environment when shopping for food, ordering food or buying other goods.

a) Strongly agree
b) More or less agree
c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

If so, in which way? (if a,b, c are selected):

_____
_____

3. I participate in organized community activities (e.g. beach clean-up)

a) Strongly agree

b) More or less agree
c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

4. I encourage my family and friends to learn more about the marine environment and how to protect it.

a) Strongly agree
b) More or less agree
c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

5. Policy towards the marine environment would affect how I vote at an election.

a) Strongly agree
b) More or less agree
c) Neither agree nor disagree
d) More or less disagree
e) Strongly disagree

Communication

1. How often do you see news about marine science (via press, events, publications, social media, etc.)? Select only one of the following:

a) Daily
b) Weekly
c) Monthly
d) Less than monthly
e) Never

2. Do you think that marine scientists should communicate with stakeholders and citizens in order to inform about the marine environment and protect it?

a) Yes
b) No

2a. If yes, please specify in which ways (Tick all that apply):

- Festivals/Exhibitions
- Community Environmental Events
- Talks/ Seminars
- Online webinars
- Press releases
- Policy briefs

- Workshops

Other (please specify): _____

3. What topics do you think have drawn most and least attention over the past 5 years? In other words, what topics were most or least visible around you? Tick for each one of the following topics.

	UNDER-VALUED	NOT VISIBLE	VISIBLE	HIGHLY VISIBLE	TOO MUCH ATTENTION
Marine Litter					
Chemical pollution					
Climate incl. sea-level rise					
Biodiversity & ecosystems					
Fisheries & aquaculture					
Marine Bio-products					
Underwater noise					
Offshore Energy					

Thank you for taking the time to complete the questionnaire and for contributing to the MARBEFES Project.

To stay informed about the progress of our activities, visit our website (https://marbefes.eu/).

General Information

Appendix II. OCEAN LITERACY SURVEY FOR YOUTH.

1. **Grade**:

2. **Age:**

3. **Gender**: ☐Female ☐Male ☐ I prefer not to mention

4. **Which is your favourite school subject?**

   _____

5. **Have you ever participated in an activity related to the sea/ocean?**

   ☐ Yes

   ☐ No

6. **Do you get informed about the sea/ocean issues through the following sources?**

Sources	Never	Rarely	Sometimes	Often	Always
Books					
Newspapers					
TV (reportages, documentaries, news, etc.)					
Internet (websites, blogs, forums, Google news, etc.)					
Facebook – Instagram Posts					
TikTok – Instagram – YouTube – Facebook Reels					
Family & Friends					
School Subjects					
Non-Government Organizations (NGOs)					
Museums, Aquariums, Zoos, etc.					
Other (Specify):_____					

Which of the aforementioned sources do you consider more reliable (write up to 3):

1) _____
2) _____
3) _____

Knowledge

1. **The Sea (roughly understood as a large body of salt water, e.g. the sea you live close to) is connected to**
   a. all parts of the ocean
   b. only the Mediterranean Sea (or any other large sea)
   c. only the Atlantic Ocean
   d. only rivers flowing into it
   e. I don't know

2. **The morphology of the coasts is influenced by**
   a. changes in sea level
   b. wave power
   c. Both a and b
   d. None of the above
   e. I don't know

3. **The first living organisms on Earth lived**
   a. in lakes
   b. in the seas/ocean
   c. in the mountains
   d. in forests
   e. I don't know

4. **The sea hosts**
   a. organisms of many different species
   b. organisms of few different species
   c. fewer species than on land
   d. mainly jellyfish and algae
   e. I don't know

5. **What will be the impact of climate change on marine ecosystems?**
   a. Changes in seawater chemistry
   b. Changes in marine biodiversity
   c. No impact due to climate change
   d. Both a and b
   e. I don't know

6. **Which of the following statements about the sea/ocean are correct?**
   a. Provides food and materials for medicine
   b. Provides minerals and energy resources with small environmental impacts
   c. Facilitates transportation but doesn't provide enough jobs
   d. All the above
   e. I don't know

7. Which of the following environments is the least explored?
   A. The Moon surface
   B. The Himalayas
   C. The ocean bottom
   D. The tropical forests

Perceptions

E. I don't know

Mark an X in the corresponding box, depending on how much you agree with the following statements, where: ***1*** *– Strongly Disagree,* ***2*** *– Disagree,* ***3*** *– Neither Agree Nor Disagree,* ***4*** *– Agree,* ***5*** *– Strongly Agree*.

Statements	1	2	3	4	5
1. I believe that all of us regardless of where we live, near the sea or far away, we are responsible for caring for the ocean					
2. I believe that humans are responsible for the extinction of many marine species					
3. The "climate change" that humanity is said to be facing is an exaggeration.					
4. I'd like to contribute to the protection of marine environment but I feel like I can't do much as an individual.					
5. I would like to get to know better the ocean and the sea, in order to protect and sustain it for the future					

Behaviour

Mark an X in the corresponding box, depending on how much you agree with the following statements, where: ***1*** *– Strongly Disagree,* ***2*** *– Disagree,* ***3*** *– Neither Agree Nor Disagree,* ***4*** *– Agree,* ***5*** *– Strongly Agree*.

Statements	1	2	3	4	5
1. I explore the diversity of life in the sea when I have an opportunity to do so.					
2. I consider the marine environment when shopping for food, ordering fo or buying other goods					
3. I participate in organized community activities for the protection of the marine environment, such as beach clean-ups.					
4. I encourage my family and friends to learn more about the sea/ocean and how to protect it.					
5. I know enough about the ocean and its problems but I still don't change my every day habits to protect the sea.					

Experience

1. **When you go to the sea/ocean, what do you usually do (select your 3 favourite activities):**
   a. Swimming
   b. Exploring the sea with a mask
   c. Sunbathing
   d. Fishing
   e. Playing games on the beach
   f. Climbing on rocks
   g. Sailing/Boating
   h. Water sports (kite surfing, surfing, jet skiing, etc.)
   i. Collecting litter
   j. Picnicking
   k. Other (Specify):
   _____

Emotions

1. **Close your eyes and imagine the sea/ocean. What feelings come to your mind? Select up to 3 emotions and rank them as follows:** ***1:*** *The emotion you feel most often,* ***2:*** *The emotion you feel frequently,* ***3:*** *The emotion you feel occasionally.*

___ Joy and happiness
___ Sadness and worry
___ Peace and calm
___ Fear and anxiety
___ Excitement and fun
___ Anger and helplessness
___ Boredom and indifference
___ Nothing
___ I don't know
___ Other (Specify): _____

Can you explain why? Or draw something about it?

_____

_____

_____

_____

_____