

Qui Sont Les Réfugiés Climatiques ?

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Unit Topic : Climate refugees

Curriculum Unit Title: Qui sont les réfugiés climatiques ? Who are the climate refugees?

Keywords : Immigrants, réfugiés, réfugiés climatique, partage de la planète, BI Français B, acquisition de langues, les changements climatiques, l’environnement, les migrations. Immigrants, refugees, climate refugees, sharing the planet, IB French B, language acquisition, climate change, environment, migration.

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this unit, students will explore the difference between a refugee and a climate refugee, while learning about climate changes and climates refugees’ stories. The United States is known to be a country of immigrants, and among these immigrants, there are refugees, people who flee their home countries due to war or persecutions. In the past twenty years, there were a lot of debates around climate changes and its effects on the entire world. One of the impacts of climate change is the fact that, in some parts of the world, people are directly affected by the impact of climate change, which force them to move whether they want it or not. They don’t have a choice. Those people are called: “the climate refugees”. Those forced to flee due to disasters and other weather events – is limited, which is why they’re called the “forgotten victims of climate change”.¹ This unit is to teach students about who are the Climate Refugees. Through presentations, research, article readings, videos , listening and speaking activities, students will explore the world of the climate refugees and discover if they are really the “forgotten victims” of climate change. This unit will take approximately two weeks.

I plan to teach this unit during the coming year to 10 students in in French B IB-DP SL1 and SL2.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

¹ <https://www.weforum.org/agenda/2021/06/climate-refugees-the-world-s-forgotten-victims/>

Introduction

“Climate refugees” is a complex expression. On one hand, climate refugees involve people who are moving involuntarily to another region; on the other hand, it involves weather issues. According to the National Education Association, “Overcome the challenges of teaching climate change and help students understand it is an issue no longer just of interest to scientists” (NEA). It seems like back in the day, teaching students about climate was challenging to educators since they did not have a lot of information about the issue themselves. The recommendation of the NEA is to know that climate issues are caused by humans themselves, and to take an active role to combat climate change by embedding this knowledge into lessons to get students to take an active role in combatting climate change as well. This seems like an easy task. With all the resources available out there, it’s not as challenging to teach the issues to students. But can we say the same about teaching it in a language class? How do we get students to know about how to talk about the issue in French? One thing is for sure, the concepts of climate and climate issues might already be known by the students, so how do we shift that knowledge from English to French? It might not be an easy task. In my curriculum unit, we will work on how this can be done easily so at the end students can have the vocabulary, grammar, and concepts necessary to explain what climate change, global warming and climate refugees are.

Rationale

This curriculum is written for my IB-DP 1 and II classes. IB-DP stands for International Baccalaureate-Diploma years. The IB-Diploma Program is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view. This IB class, known as Language B class, is a language acquisition course designed for students with some previous experience of the target language (French). In the language B course, students further develop their ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

In our educator jargon in the US, we call the language different than English which is taught in schools: “World Languages.” The intent of the World Language Essential Standards, along with the American Council for the Teaching of Foreign Language (ACTFL)’s Standards for Foreign Language Learning in the 21st Century, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C’s or Communication, Culture, Connections, Comparisons, and Communities. Within the World Language Essential Standards, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, and Presentational) and they, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands: Connections to Language & Literacy (CLL), Connections to Other Disciplines (COD), and Communities (CMT).

Our World Language Essential Standards have been organized by proficiency level. The ACTFL, The American Council on the Teaching of Foreign Languages, has determined that there are 10 levels of proficiency. Each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels due to a number of factors such as student motivation, continuity and quality of instruction, informal exposure to the language through travel abroad, accessing online resources for individual practice, etc. By the end of their fourth year, foreign languages students are on their Intermediate Mid in interpretive listening by the end of the course; Intermediate Mid in interpretive reading by the end of the course; Intermediate Mid in interpersonal by the end of the course; Intermediate Low in interpersonal speaking by the end of the course; and finally, they need to be Intermediate Mid in presentational writing by the end of the course.

For students to get ready for their IB exam, they must read newspapers and magazines about recent events in France or French-speaking countries, and express their opinions, also by watching French television. It is very helpful in picking up enunciation and pronunciation, as well as French expressions, which the graders love to hear. Students in DP 1 and 2, diploma years will be taking the IB French exam during year 2. The curriculum is spreading through both years, so, an aspect covered during year 1, is probably not covered in year 2 and vice-versa. Thus, depending on the teachers' plans for both years, it could be covered either in French IB DP (International Baccalaureate Diploma Year) 1 or 2. I decided to write a curriculum unit with CTI, which will focus on IB French B Language Acquisition, and which will serve as a reference to other IB language B teachers worldwide.

We started a new IB curriculum since last year. However, with the pandemic, students didn't really take all parts of the IB exams for the past two years. The new 2020 IB Language B, language acquisition curriculum is outlined as follow:

Theme	Guiding principle	Optional recommended topic	Possible questions
Identities / identités	Explore the nature of the self and what it is to be human	Lifestyles <ul style="list-style-type: none"> • Health and well-being • Beliefs and values • Subcultures • Language and identity 	<ul style="list-style-type: none"> • What constitutes an identity? • How do language and culture contribute to form our identity?
Experiences / Experiences	Explore and tell the stories of	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel 	How does our past shape our present? and our future?

	the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Life stories • Rites of passage • Customs and traditions • Migration 	<ul style="list-style-type: none"> • How and why do different cultures mark important moments in life?
Human ingenuity / Ingéniosité humaine	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation 	<p>What can we learn about a culture through its artistic expression?</p> <ul style="list-style-type: none"> • How do the media change the way we relate to each other?
Social organization / organization sociale	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests	<p>Social relationships</p> <ul style="list-style-type: none"> • Community • Social engagement • Education • The working world • Law and order 	<p>What is the individual's role in the community?</p> <ul style="list-style-type: none"> • What role do rules, and regulations play in the formation of a society?
Sharing the planet / partage de la planète		<p>The environment</p> <ul style="list-style-type: none"> • Human rights • Peace and conflict • Equality • Globalization • Ethics 	<p>What environmental and social issues present challenges to the world, and how can these challenges be overcome?</p> <p>What challenges and benefits does globalization bring?</p>

		• Urban and rural environment	
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In the language B SL (Standard-Level class), three skills have to be developed with the students:

Receptive skills: Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication².

Language acquisition and international mindedness

International mindedness is central to the IB philosophy and instrumental in aspiring to a more peaceful world. Language acquisition courses do not have as their only goal the development of language skills, but also fostering intercultural understanding and global engagement. The nature of the language acquisition process supports international-mindedness and is, in turn, supported by it. The flexibility of IB course design allows language acquisition teachers to incorporate ideas and resources that encourage students to view aspects of the language and culture from different (and sometimes differing) perspectives, to make nonjudgmental comparisons of language and culture, and to view language and culture in a global context. International mindedness also provides opportunities for students to progress in the development of IB learner profile traits. Through exposure to, examination of, and reflection on, texts from cultures other than their own, students nurture their curiosity (inquirers), engage with issues and ideas of global significance (knowledgeable), use critical-thinking skills (thinkers) and listen carefully to the perspectives of other individuals and groups (communicators). They learn to show respect for the dignity and rights of people everywhere (principled), critically appreciate the values and traditions of others (open-minded), show empathy, compassion and respect (caring), recognize their interdependence with other people and the world in which they live (balanced), consider the

² <https://www.ibo.org/programmes/diploma-programme/>

world thoughtfully (reflective) and explore new ideas (risk-takers). Engaging with sensitive topics.

All language acquisition courses will provide the opportunity to engage with a broad range of texts, stimuli and scenarios that address topics of personal, local, or national and global significance. Such work may well raise issues that challenge learners intellectually, personally, and culturally. Engagement with these topics, whether intentional or incidental, can be opportunities for development of IB learner profile traits. Teachers should help learners to approach such materials in a sensitive, responsible, and reflective manner, bearing in mind the IB's mission and its commitment to international-mindedness and intercultural respect within the context of the course. Consideration should also be given to the personal and social values of others. As part of the collective consideration of the school, language acquisition students must be supported in maintaining an ethical perspective during their course. Schools must make every reasonable effort to encourage students to respond appropriately (without seeking to offend), to promote respect for their peers and to consider the environment in all their actions.³

Demographics

The school where I teach, Harding University High School, HUHS, is a public school in Charlotte North Carolina. According to USA News, Harding University High is ranked 442-539th within North Carolina. Students have the opportunity to take Advanced Placement coursework and exams. The AP participation rate at Harding University High is 11%. The total minority enrollment is 98%, and 100% of students are economically disadvantaged. Harding University High is 1 of 33 high schools in the Charlotte-Mecklenburg Schools⁴. Harding also has an IB, International Baccalaureate program, thus, is county-wide college-prep magnet within the CMS, Charlotte Mecklenburg, Schools, Student Assignment Plan. Students may apply either for the Mathematics, Science, and Environmental Studies magnet program or the International Baccalaureate magnet program, or attend the Harding Institute of Technology where they can learn about: 3D Design & Digital Manufacturing, Automotive Technology and Construction Technology. Harding is Title 1 school. Title 1 is the largest federally funded educational program. The program provides supplemental funds to school districts to assist schools with large concentrations of low-income students to help meet their educational goals. A school must be served if the poverty level is 75%.

With approximately 1800 students, HUHS is predominantly Black, with a huge number of ESL (English as a Second Language) students. It was established as a Math, Science, and Technology school in 1992, and added an International Baccalaureate to its program in 1995. Historically, is named after former superintendent Harry Patrick Harding. The school opened in the fall of 1935 under the name Harry P. Harding High School. It remained as that name until the school moved

³ <https://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/language-b-sl-and-hl/>

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<https://www.usnews.com/education/best-high-schools/north-carolina/districts/charlotte-mecklenburg-schools/harding-university-high-14568>

to its current location on Alleghany Street in 1961. Also, HUHS is famous for the fact that Dorothy Counts was the first black student admitted to the Harry P. Harding High School in 1957. She was one of the four black students enrolled at various all-white schools in the district for the first time in American history. After four days of massive harassment that threatened her safety, her parents forced her to withdraw from the school. The HUHS library is named after her.

According to the 2020 report cards data by the DPI, the North Carolina Department of public Instruction, Harding is still a D school with 56-7 growths as of 2019. For the past 8 years, our highest grade was a C in 2017 and growth was met in 2017 and 2018. Our graduation rate is 60.6, compared to 85.6 at CMS and 87.6 in North Carolina.

With all the data above, some key points of our school improvement plan for this year 2021-2022, is focusing on the following:

- ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
- Instructional Teams develop standards-aligned units of instruction for each subject and grade level
- The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers
- ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary
- The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level

As we all know, we are in a pandemic since March 2020, and a lot of school district across the world opted for a virtual school. Our district is one of them. The last school year started virtually and in April 2021, the district decided that teachers return to in person instruction, and students can choose to continue in person or virtually. The virtual instruction is not the same as in person instruction. With a more flexible schedules some students became a bread winner and supports in their homes; and with the lack of structures, digital inequities and decreased engagement, some of them were not motivated to learn virtually. There were also various technology issues, some students don't have a quiet place in their home to study, etc. A National Education Association (NEA) report estimates that 13.5 million children ages 5-17 don't have access to these technologies.⁵ With all these issues that came with virtual learning, there were a lot of unfinished learning, from March 2020 until now. There were a lot of repercussions on students' social development, since they were mostly disengaged, unmotivated and isolated during the virtual learning. With all that in mind, our school has taken some measure to help students alleviate the issues on them and to catch up on these unfinished learning. In our classrooms, we must administer SEL (Social and Emotional Learning) lessons almost every week and we also must be mindful that students might not necessarily know the concepts they should know due to their levels or class and plan our lessons accordingly. The return to in person instruction is a challenge for teachers. We are hunted by the fact that it is possible to catch the virus, and with the vaccination questions, and unvaccinated teachers who have to be tested every week, our

⁵ <https://online.maryville.edu/blog/impact-of-online-education/>

emotional well being is so affected. On top of that, there are lack of teachers across the district, because some teachers never returned after the virtual instruction period; and substitutes rather get unemployment than taking the risk to catch the virus. Teachers are feeling all the issues, because on top of our regular work loads, we end up covering almost every day during our planning periods. Thus, teachers have no planning at all. In the mist of all that, our beloved principal for the past seven years passed away unexpectedly due to a stroke. That was the straw that breaks the camel's back. Lot of teachers, including myself, had to go through counselling because his death is a hard blow on the entire HUHS family.

Objectives:

As our unit title is stating it « Qui Sont Les Réfugiés Climatiques ? » is a unit to learn about climate refugees. Thus, we will focus on the language B 5th theme: sharing the planet, / partage de la planète.

Our essential question is: What environmental and social issues present challenges to the world, and how can these challenges be overcome?

Quels problèmes environnementaux et sociaux présentent des défis pour le monde, et comment ces défis peuvent-ils être surmontés ?

Students will:

- Learn and use French vocabulary related to environment and climate change through reading, listening, and speaking activities.
- Enhance their reading comprehension and listening comprehension skills.
- Reflect on environmental issues.
- Define the term, climate refugees.
- Research natural disasters that lead to climate refugees in French speaking countries and areas: France, Canada, New Orleans, Tchad, Mali, Burkina Faso, Niger and Tchad.
- Present on the theme of the climate refugees.
 - Apprendre et utiliser le vocabulaire français lié à l'environnement et au changement climatique à travers des activités de lecture, d'écoute et d'expression orale.
 - Améliorer leurs compétences en compréhension écrite et en compréhension orale.
 - Réfléchir aux problèmes environnementaux.
 - Définir le terme, réfugiés climatiques.
 - Faire des recherches sur les catastrophes naturelles qui créent des réfugiés climatiques dans les pays et territoires francophones : France, Canada, Nouvelle-Orléans, Tchad, Mali, Burkina Faso, Niger et Tchad.
 - Présenter à l'oral sur le thème des réfugiés climatiques

Content Research

To write our curriculum, I was chosen to participate to the seminar: “Climate Refugees Stories” led by Tina Shull, Assistant Professor of History at UNC Charlotte. She has created the project

Climate Refugee Stories, a public history project about migration, borders, and the fight for climate justice. Obviously, Dr. Shull was not only our seminar lead, but she is also the resource person that helped tweak our curriculum. One of the reading that interested me the most is: Climate change and disaster displacement, an article by UNHCR, (the United Nations High Commissioner for Refugees) because it's the article which really enlightened me on who are climate refugees and how does climate change affect them. According to the article, A "refugee" is defined as a person who has crossed an international border "owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion"⁶. Climate refugees don't necessary cross borders, but they are displaced within their own countries most of the time. If the natural disaster which makes someone a climate refugee is accompanied by an armed conflict for example, it may lead for them to be considered a refugee in another country.

However, the term climate refugee is not endorsed by the UNHCR since climate refugees don't fit the definition of what a refugee (an asylum seeker) is, UNHCR prefer the expression: "persons displaced in the context of disasters and climate change."⁷ . It seems that there are a lot of polemic when coming to climate refugees. In the year 2017, 30.6 million people displaced across 135 countries and, 60 percent were as a direct result of disasters⁸. In 2011, when António Guterres was the UN Secretary-General, UN High Commissioner for Refugees, he stated in a speech in front of the United Nations that: Climate change [is] now found to be the key factor accelerating all other drivers of forced displacement. Most of the people affected will remain in their own countries. They will be internally displaced. But if they cross a border, they will not be considered refugees. These persons are not truly migrants, in the sense that they did not move voluntarily.⁹ There are currently no legal protections for 'climate refugees.' Additionally, a debate exists on whether to characterize those displaced by environmental degradation, climate change, and natural disasters as 'climate refugees' or 'climate migrants'¹⁰. Overall, while there are several international reports recognizing the need to protect climate migrants, soft-law resolutions do not provide the legal protections that migrants need.¹¹ Obviously there are a lot of polemics on whether climates refugees should be considered refugees in other countries. This is understandable for the fact that, the persons displaced in the context of disaster and climate changes is growing every time and the UN has anticipated that due to climate change by the year 2050, one billion people will become climates refugees. But more than 1 billion people worldwide will live in countries with insufficient infrastructure to withstand climate change by 2050.¹² With the growing number of climate refugees in the world, this is not surprising at all.

⁶ <https://www.unhcr.org/en-us/climate-change-and-disasters.html>

⁷ <https://www.unhcr.org/en-us/climate-change-and-disasters.html>

⁸ <https://www.climate-refugees.org/why>

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<https://www.unhcr.org/en-us/admin/hcspeeches/4ecd0cde9/statement-mr-antonio-guterres-united-nations-high-commissioner-refugees.html>

¹⁰ <https://earthrefuge.org/protecting-climate-migrants-a-gap-in-international-asylum-law/>

¹¹ Soft laws are international governance agreements that are symbolic but do not have enforcement power.

<https://earthrefuge.org/protecting-climate-migrants-a-gap-in-international-asylum-law/>

¹² <https://www.ecowatch.com/climate-refugee-2050-2647788456.html>

The big question is: Can people fleeing natural disasters be sent home if they are seeking asylum in another country?

Years back, it was reported in the *New York Times* that, the U.N. Human Rights committee made this judgment after reviewing the case of Ioane Teitiota, who sought protection in New Zealand, citing rising sea levels as a threat to his life. He is originally from the Pacific Island state of Kiribati, a nation at risk of becoming the first country to sink due to rising sea levels. According to Amnesty International, he says the climate crisis made it difficult to access safe drinking water and that he faced land disputes. He says he was forced to migrate with his family to New Zealand where he applied for refugee status after his visa expired in 2010. He argued that because his home island of South Tarawa is expected to become uninhabitable in the next 10 to 15 years, his and his family's lives are at risk. In 2013, New Zealand rejected Teitiota's claim for protection, and thus he brought the case to the United Nations. The U.N. upheld New Zealand's decision to reject Teitiota's request. Because Kiribati will only become uninhabitable in 10 to 15 years, the committee concluded that this "could allow for intervening acts by the republic of Kiribati, with the assistance of the international community, to take affirmative measures to protect and, where necessary, relocate its population." Even though the ruling was against Teitiota, the UN also ruled that the climate crisis could "expose individuals to a violation of their rights" which would in turn, prohibit states under international law from sending refugees back to their home countries. The committee pointed to articles 6 and 8 of the International Covenant on Civil and Political Rights, which secures a person's right to life. This judgement in 2013, was the first of its kind in recognizing the right to claim refuge because of the climate crisis.

Besides researching on climate refugees and how they affect the world in the past years, in order to teach this curriculum, I must also learn about the climate refugee's crisis in French speaking countries since it's really what my curriculum will be focusing on. I have found out that, as shown on the chart below, France is among the top ten countries that had been affected by displacement due to whether events from 2008 to 2019.¹³

See appendix 2 for chart

In December 2020, France officially recognized its first climate refugee – a 40-year-old Bangladeshi man with severe respiratory asthma. The appeals court in Bordeaux overturned his deportation order, finding that the substantial level of air pollution in Bangladesh would only exacerbate his condition.

Sheel, as the media named him, fled persecution he faced in his hometown north of Dhaka, the capital of Bangladesh. He arrived in France in 2011 where he settled in Toulouse and has since made a living for himself. Sheel suffers from severe asthma and sleep apnea for which he needs careful medical treatment that is unavailable in Bangladesh. Upon his arrival in France, Sheel applied for political asylum but his claim was denied by the French Government, leading him to start a procedure for a residence permit as a "sick" foreigner. Sheel was granted a temporary residence permit as a sick foreigner in 2015, as this kind of permit is only granted to those who

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<https://www.euronews.com/2020/02/26/extreme-weather-exiles-how-climate-change-is-turning-europeans-into-migrants>

cannot receive proper treatment in their home country and whose life would be put at risk if they were to be sent back.¹⁴

Besides, France, our focus will be on: Canada, New Orleans, Tchad, Mali, Burkina Faso, Niger.(...)

Day 1-2.

In order for students to understand the readings, we always start each chapter, with vocabulary. My classes have a Quizlet account where students learn and practice vocabulary words and concepts. In order for students to retain most of the vocabulary words, I teach it to them through flashcards.

Activity 1: Flashcards

In this activity, the teacher introduces the vocabulary, showing students the words, in French one at the time. Students will try to guess the meaning, if they are wrong the teacher corrects the words. This allows the teacher to teach students about the gender of the words, the pronunciation and whether the word is a false cognate or not. Cognates are words which sounds and look the same or which spellings and meaning are similar or close to be similar(spelling) in both languages. For example, “ téléphone” vs “ telephone”; “ surprise” vs “ surprise”. However, it is very common that false cognates can mislead students; for example “ a bras” is “ un soutien gorge” in French and “ un bras” is an “ arm” _ body part _in English. I teach them the vocabulary by sets of 5, 7 or 10, then I go back to check if they can remember it, then correct mispronunciations. More vocabulary words will be taught throughout the entire unit, before readings.

Vocabulaire : Les changements climatiques : les réfugiés climatiques

les catastrophes (f) naturelles	natural disasters
la sécheresse	drought
les tsunamis (m)	tsunamis
les crues (f) des rivières / fleuves	river floods
les pandémies (f)	pandemics
les glissements (m) de terrain	land slides
les incendies (m)	fires

¹⁴ <https://earthrefuge.org/frances-first-climate-refugee-a-sign-of-a-promising-future-for-climate-migration/>

les tempêtes (f) / les ouragans (m)	storms / hurricanes
les avalanches (f)	avalanches
les tornades (f)	tornadoes
les tremblements (m) de terre / les séismes (m)	earthquakes
les inondations (f)	floods
un accord	agreement
l'activité (f) volcanique	volcanic activity
le brûlage	burning
la canicule	heatwave
le ciel	sky
un / une climatologue	climatologist
les combustibles (m) fossiles	fossil fuels
la couche d'ozone	ozone layer
le débit	flow
le déboisement	deforestation
la décennie	decade
un dégel	thaw
au-dessus du niveau de la mer	above sea level
le dioxyde de carbone	carbon dioxide
écologique	environmental
une épidémie	epidemic
une espèce	species

l'effet (m) de serre	greenhouse effect
un feu de forêt	forest fire
la fonte des calottes polaires	melting of polar ice caps
Les gaz à effet de serre	greenhouse gases
la gestion	management
la hausse des températures	rise in temperatures
un incendie	fire
un indicateur du climat	climate indicator
le mammifère	mammal
le méthane	methane
le niveau	level
occidental	western
oriental	eastern
l'ours blanc	polar bear
le pétrole	crude oil
le plancton	plankton
les pluies (f) acides	acid rain
le réchauffement de la planète	global warming
les rayons du soleil	the sun's rays
le rétrécissement	shrinking
le ruisseau	stream
la terre	earth
la tundra	tundra

un trou	hole
l'univers (m)	universe
émettre	to emit
entourer	to surround
entraîner	to lead to
s'étendre	to spread / stretch
fondre	to melt
menacer	to threaten
reproduire	to reproduce

https://quizlet.com/_al109w?x=1qqt&i=m9hr1

Activity 2: Quizlet live

After learning the vocabulary, we practice through Quizlet live. Quizlet Live brings collaboration, competition, and a unique gameplay background where it is easy to engage learners. It is a free in-class game where students work in teams to learn study sets on Quizlet. Teams work together to correctly match the (twelve random) terms and definitions in a study set. The first team to match all their terms and definitions wins¹⁵. Check the footnotes for more information on Quizlet Live.

After practicing the vocabulary, we usually have a reading where we have majority of the words in our vocabulary list.

Activity 3. Oral comprehension activities.

Activity A

For students to get use to the new vocabulary words, it's always useful to find an authentic material where native speakers use the words they learned in the vocabulary. For this activity, students will watch a video on YouTube explaining global warming and its consequences on the world. Since students are not well used to the vocabulary yet, the activity can be done with a partner or together as a class while the teacher is guiding or coaching them.

¹⁵ <https://teachwithtech.com/blogs/teachwithtech/quizlet-live-in-the-classroom>

Direction : Regardez la vidéo et répondez aux questions suivantes et prenez des notes sur les conséquences de l'effet de serre et du réchauffement climatique

<https://youtu.be/T4LVXCCmIKA>

1. Pourquoi l'homme est-il aujourd'hui considéré comme le principal responsable du changement climatique en marche ?
2. Quel est exactement son impact sur les processus naturels qui régissent la planète ?
3. Hausse des températures, élévation du niveau de la mer, acidification des océans... quelles conséquences auront concrètement ces évolutions sur notre environnement ?

Activity B

The activity B has more in deep questions, it will serve as a formative assessment, a formative assessment helped the students to continue the learning process and the teacher can grade the activity using a rubric or other grading criteria to ensure that the objectives are met.

Regardez la vidéo ci-dessous et faites l'activité de compréhension orale :

https://youtu.be/B70rP_ljKnA

Compréhension du document audiovisuel Lisez les questions avant d'écouter le document audio. Prenez des notes pendant l'écoute.

Répondez en cochant la bonne réponse ou en suivant les consignes :

1. Quel est le métier de Caroline Tubercule ?
2. Depuis combien de temps Caroline a rejoint la délégation française ?
3. Dès lors, qu'a-t-elle vécu ?
4. Quelle expression est utilisée pour définir cet événement marquant qui est le COP21 ?
5. Quels sont les grands dossiers abordés ?
6. La plupart des réunions sont huis clos sans les journalistes » Vrai ou faux ?
7. Comment se prennent les décisions ?
8. Combien de pays sont impliqués dans cette négociation ?
9. La négociation doit aboutir à un accord de maintenir le réchauffement sous la barre de combien de degré ?
10. Où se passera la COP22 ?

See appendix 2 # 3 for the link to the correction

Day 3-4

Qu'est-ce qu'un réfugié climatique ?

I will introduce the students to the concept of climate refugees. As introduction, a video will be played in French with no captions, and students will listen and respond to comprehension questions in French. There are various sources that I use for video activities, from Youtube to Edpuzzle, there are a lot of good videos out there to help our students. A site that I use the most is: 1jour1actu.com. It is a site where we can watch authentic and native speakers' videos on different educational themes and concepts. The site is for kids, maybe between 6 and 12, the videos are animated, and they can be challenging for the students in my IB classes as they are still intermediate learners. I usually ask the questions through an Edpuzzle activity, or they respond to questions in Canvas.

<https://www.1jour1actu.com/info-animee/cest-quoi-un-refugie-climatique>

<https://edpuzzle.com/media/60920a8c465afb4157545829>

At this point, I will present a student Friendly PowerPoint or Google slide in French, because students will know enough vocabulary words to understand it. Also, students are encouraged to use definitions from the class lessons slides in their writings and oral activities.

Power point slide script :

Réfugiés climatiques : les victimes du réchauffement climatique

Les bouleversements du climat obligent des personnes à quitter leur maison, à partir de leur pays. On les appelle les réfugiés climatiques.

Les températures augmentent, causent une sécheresse et provoquent une désertification. Les paysans sont alors obligés de partir cultiver la terre ailleurs. Même situation pour les îles du Pacifique : elles sont menacées par la montée des eaux. L'espace se réduit forçant leurs habitants à partir. Et puis, il y a les ouragans, les tempêtes... Tous ces événements violents poussent des personnes à quitter certaines zones du globe.

En 2016, 23,5 millions de personnes ont été obligées de fuir leur maison à cause de catastrophes naturelles extrêmes.

Des millions de personnes sont donc déjà concernées par les bouleversements du climat et si rien n'est fait, l'ONU prédit qu'il y aura 250 millions de réfugiés climatiques en 2050.

Since students have working on three videos so far, they will have to work on some reading activities as well. Article readings are a big part of our IB language B curriculum. Most of the times, their paper 2 readings on the IB exams are articles, so to prepare them, each unit must have at least 1-3 articles they study. They questions can range from true or false, to more complex questions, where the students have to find the responses using the test verbatim.

Activity: Reading comprehension

QUI SONT LES RÉFUGIÉS CLIMATIQUES ?



Les populations obligées de fuir leurs habitations à cause des conséquences du changement climatique n'ont aucun statut juridique au regard du droit international. Or le problème va aller grandissant.

Un État entier qui disparaît sous les eaux. C'est ce qui risque d'arriver aux Maldives dans une centaine d'années si le niveau de la mer continue de s'élever à cause du réchauffement climatique. Leurs îles rayées de la carte, les 400.000 habitants seraient alors obligés de s'installer dans un autre pays. Cet événement sans précédent dans l'histoire de l'humanité poserait une question : quel statut donner à ces futurs déplacés ?

Selon l'ONU, 20 millions de personnes ont fui leurs lieux d'habitation suite à des catastrophes climatiques liées au réchauffement de la planète, 80% d'entre elles se sont déplacées à l'intérieur de leur propre pays, comme au Bangladesh, où les populations du sud fuient les tempêtes et les inondations vers le nord. 20% se sont déplacées en dehors de leur propre pays. C'est le cas en Afrique, où des populations qui fuient la sécheresse s'installent dans un pays voisin ou émigrent clandestinement en Europe.

Quel que soit le nombre, le problème est déjà là : jusqu'ici, ces migrants environnementaux n'entrent dans aucune « case » du droit international. Or, le statut de réfugié permet d'obtenir certains droits, comme la garantie de ne pas être renvoyé dans le pays où sa vie peut être menacée, le droit au travail, au logement, autant de garanties auxquelles les réfugiés climatiques ne peuvent pas prétendre.

Le figaro.fr du 3/12/2009 (texte adapté).

COMPRÉHENSION ÉCRITE

VRAI ou FAUX ?

	AFFIRMATIONS	VRAI	FAUX
1	Les réfugiés climatiques sont protégés par le droit international.		
2	Tout semble indiquer que les Maldives vont disparaître à cause du réchauffement climatique.		

3	Des 20 millions de personnes qui ont fui à cause des catastrophes climatiques, 80% sont allées au Bangladesh.		
4	Les réfugiés climatiques sont aussi appelés migrants environnementaux.		
5	Le problème des réfugiés climatiques va aller en s'aggravant.		

SOLUTION

		VRAI	FAUX
1	Les réfugiés climatiques sont protégés par le droit international <i>- Les populations obligées de fuir leurs habitations à cause des conséquences du changement climatique n'ont aucun statut juridique au regard du droit international.</i>		X
2	Tout semble indiquer que les Maldives vont disparaître à cause du réchauffement climatique <i>- Un État entier qui disparaît sous les eaux. C'est ce qui risque d'arriver aux Maldives dans une centaine d'années si le niveau de la mer continue de s'élever à cause du réchauffement climatique</i>	X	
3	Des 20 millions de personnes qui ont fui à cause des catastrophes climatiques, 80% sont allées au Bangladesh <i>80% d'entre elles se sont déplacées à l'intérieur de leur propre pays</i>		X
4	Les réfugiés climatiques sont aussi appelés migrants environnementaux <i>- ces migrants environnementaux</i>	X	
5	Le problème des réfugiés climatiques va aller en s'aggravant. <i>- Or le problème va aller grandissant.</i>	X	

Activity 2: Writing activity: Formative assessment and writing project.

As homework students will start at this point working on the following writing project. In the project, student will define "climate refugees" and talk about one or 2 natural disaster that caused for people to be displaced and say what happened.

Sur le sujet proposé ci-dessous faites une rédaction de 250 à 400 mots :

Qu'est qu'un réfugié climatique et quels sont les droits qui les protègent ? Donnez des exemples palpables d'un ou de deux catastrophes naturelles qui ont engendré des réfugiés climatiques.

Racontez leurs histoires. For this assignment, students are encouraged to use definitions from the

lessons, the vocabulary etc. to come up with a writing. The writing will be graded using the IB Writing Rubric for French B.

[See Appendix 2](#)

Day 5 Vocabulary quiz.

To ensure that students understand the vocabulary, they will have a quiz to check their understanding. Since we had three video activities, one of the questions will be a video where they will respond to comprehension questions.

The second part will be an article where students must respond to comprehension questions as well.

Part 1

<https://www.youtube.com/watch?v=focPP3q2ls4>

1. Dans cette vidéo, il s'agit des réfugiés climatiques. Avant de regarder la vidéo, quelles sont quelques raisons (catastrophes) pourquoi les gens fuient leur ville, région ou pays?
2. Quelles sont les causes mentionnées qui poussent 26 millions de réfugiés climatiques de fuir leur pays chaque année ? (choisir 3)
 - a. Les inondations
 - b. Les éruptions volcaniques
 - c. Les tempêtes
 - d. Les mauvaises récoltes
 - e. Les sécheresses
3. Les déplacements climatiques se produisent _____ comparés aux déplacements de conflits.
 - a. Deux fois de plus
 - b. Trois fois de plus
 - c. Quatre fois de plus
4. Pourquoi pensez-vous que ces trois régions auraient les plus de réfugiés climatiques ?
5. Vrai ou Faux ? La majorité de réfugiés climatiques quittent leur pays.
 - a. Vrai
 - b. Faux
6. Selon cette vidéo, on peut réduire le nombre de personnes déplacées jusqu'à 80%:
(Choisir 3)
 - a. en encourageant une vie plus durable pour toute la communauté
 - b. en réduisant les émissions de gaz à effet de serre
 - c. en bâtissant des maisons loin de l'eau

- d. en intégrant les déplacements de population dans les plans de développement
- e. en cherchant des nouvelles sources d'eau
- f. en investissant pour mieux comprendre les processus de migration climatique interne

Part 2 : Le changement climatique

Trouvez les mots manquants dans ces phrases tirées du texte de l'Organisation des Nations Unies intitulé «Les données scientifiques».

1. ... le [1] du système climatique mondial est indiscutable. Cette évidence est tirée de l'observation d'une hausse des [2] moyennes de l'air et des océans à travers le monde, de la [3] généralisée des neiges et des glaces et d'une [4] du niveau moyen des mers.
2. Les conséquences des changements climatiques, parmi lesquelles les [5], les [6] et l'[7] de la fréquence et de l'intensité des phénomènes météorologiques graves, se font sentir partout sur la planète.
3. Les changements climatiques affectent tous les aspects de l'existence humaine, y compris les [8] en eau pure et leur [9], les écosystèmes, la nourriture, les produits à fibre et forestiers, les industries, les établissements humains, les sociétés et la santé.
4. Des modifications dans la concentration dans l'atmosphère des gaz à [10] (GES) et des aérosols, dans le pourcentage des [11] émergées qui sont recouvertes (notamment du fait de l'urbanisation) et dans les [12] solaires, altèrent l'équilibre énergétique du système climatique et sont des facteurs de changement climatique.
5. La plus forte hausse de ces émissions GES entre 1970 et 2004 a été due aux activités de production d'[13], de transport et à l'[14], tandis que les secteurs de la [15] d'immeubles résidentiels et commerciaux, des forêts (y compris la [16]) et de l'agriculture ont connu eux aussi une augmentation de leurs émissions, mais à un rythme moindre.

www.un.org/fr/climatechange/science.shtml

- a. inondations
- b. gestion
- c. sécheresses
- d. réchauffement
- e. terres
- f. déforestation
- g. effet de serre
- h. fonte
- i. construction
- j. réserves
- k. énergie

- l. radiations
- m. températures
- n. accroissement
- o. industrie
- p. élévation

Day 6 -9: Research and presentation.

Students will be assigned research: Choose one of the countries from the list (approved by Madame Dabla, and research the following. (All questions will be in French). For each slide, you must have a picture related to the natural disaster: The countries to choose from are: France, Canada, New Orleans, Tchad, Mali, Burkina Faso, Niger and Tchad.

- Name a natural disaster that happened in that area during the past decade or so.
 - In What French speaking or region country did it happen?
 - What led to it?
 - Explain it through a chart, graphic or pictures.
 - Was the country prepared?
 - Vocabulary related to the disaster.
 - What was the impact on the country?
 - What was the impact on the world?
 - Were there climate refugees as aftermath?
 - Were there similar natural disasters in the same area in the past?
 - Do you think that natural disaster could have been prevented?
Why or why not?
- Find 2 articles related to the natural disaster.

After the research, students will practice through peer reviews before presenting to the class

Day 10-12: Grammar le subjonctif

SWBAT demonstrate knowledge of the regular subjunctive after impersonal expressions.

In today's languages classrooms, it's recommended grammar is taught in a context. I will make sure that I stay within the context to teach the lesson on the subjunctive. To do that I will do the following activity during do now:

Read the sentences below and study the underlined words and respond:

- What are the functions of the underlined words in the sentences?
- What do they have in common?
- Translate the first sentences in English.
- Have you come across that kind of conjugation before?

The introduction activity will also help to understand their background knowledge on the topic.

1. Il faut que nous protégions l'environnement.
2. Il est important que les élèves comprennent les problèmes liés au climat.
3. Il est nécessaire que nous parlions des refugies climatiques à nos élèves.
4. Il faut que les réfugiés climatiques soient protégés par le droit international.
5. Il est possible que le réchauffement climatique s'empire d'ici 2050.

Presentation Transcript

[Refer to the following Google Slide for a full lesson on: "Le subjonctif"](#)

Formative assessment : Le subjonctif

Students will work with the same sentences they have at the beginning

I. Lisez les phrases et donnez l'infinitif du verbe souligné :

1. Il faut que nous protégions l'environnement.
2. Il est important que les élèves comprennent les problèmes liés au climat.
3. Il est nécessaire que nous parlions des refugies climatiques à nos élèves.
4. Il faut que les réfugiés climatiques soient protégés par le droit international.
5. Il est possible que le réchauffement climatique s'empire d'ici 2050.

II. Choisissez la façon correcte de finir chaque phrase

1. Il vaudrait mieux...
 - a. qu'il fait ses devoirs
 - b. qu'il fasse ses devoirs
2. Je vous permets...
 - a. que vous alliez au cinéma
 - b. d'aller au cinéma
3. J'ai besoin...
 - a. qu'il soit bien habillé
 - b. qu'il est bien habillé
4. Il est question...
 - a. que l'université puisse renvoyer des profs sans raison
 - b. que l'université peut renvoyer des profs sans raison
5. Elles sont furieuses...

a. que je suis arrivée avant elles

b. que je sois arrivée avant elles

6. Je pense...

a. qu'il fera beau demain

b. qu'il fasse beau demain

7. Il est probable...

a. que nous arriverons demain

b. que nous arrivions demain

8. Il est temps...

a. que tu sais faire la cuisine

b. que tu saches faire la cuisine

9. Il viendra chez moi pour...

a. te rencontrer

b. qu'il te rencontre

10. Elle tient à ce...

a. que nous soyons à l'heure

b. que nous serons à l'heure

Day 13: Grammar quiz

Le subjonctif et l'indicatif -Interro

Complétez les phrases suivantes avec le subjonctif ou l'indicatif, selon le cas :

1. Il est évident que la couche d'ozone (être) _____ dégradé.

2. Il n'est pas certain qu'on les (informer) _____ de la pollution de leur rivière.

3. Cela m'étonne que tu ne (connaître) _____ la définition du terme « réfugié climatique » .

4. Elle aimerait mieux que nous y (aller) _____ un autre week-end.

5. Je suis convaincu que c'(être) _____ le cas.

6. Il faut que réfugié climatique (aller) _____ dans un autre milieu à cause des catastrophes naturelles.

7. Il est probable que les changements climatiques _____s'(empirer).
8. Il est possible que les enfants (se coucher) _____ avant neuf heures hier soir.
9. Envoyez votre lettre tôt pour que nous la (recevoir) _____ à temps.
10. Il ne doute pas que Nathalie nous (dire) _____ la vérité.
11. Il est préférable que nous (mettre) _____ nos bottes.
12. Je sais que Sophie (avoir) _____ les compétences nécessaires pour faire cet emploi.
13. Pensez-vous que ces événements (pouvoir) _____ avoir des conséquences négatives sur l'économie ?
14. Vous pouvez discuter entre vous à condition que vous (chuchoter) _____.
15. Il est bien clair que Sophie ne (vouloir) _____ pas vivre à l'étranger.
16. Je veux que tu (savoir) _____ que je suis contre cette idée.
17. Est-il nécessaire que nous (protéger) _____ l'environnement ?
18. Elle craint que son ami (avoir) _____ une maladie.
19. Quoique ma cousine (vivre) _____ aux Etats-Unis, je la vois souvent.
20. Les enfants continuent de jouer dehors bien qu'il (faire) _____ déjà nuit.

Day 14-16: Oral assessment (Summative performance)

To prepare for their assessment, I will choose a picture from each student's presentation to use it at visual stimulus.

Activity 1: Révision pour l'examen de l'IB.

As part of our IB exam Internal assessment, students must have a 3–4-minute presentation on a picture based on one of the 5 IB Themes. To get the students to prepare for the presentation, they must know how to talk about the theme or topic. To do that, there is a sheet called RPE (revision pour l'examen sheet)- See appendix 2 # 4 That I provide to them at the end of every unit. The students fill out the template with the information from the unit using all resources provided: presentations, vocabulary, reading, grammar, audio texts, videos etc. On one hand, it help them review what they learned throughout the chapter, and on the other hand, it also help them

organize their knowledge on the theme and the subtheme, so they can easily talk about it during the oral.

The class will prepare 3-4-minute presentation on the picture following the steps on “ Révision pour l’examen de l’IB” sheet. Each student will be provided 15 minutes and the picture chosen from their own presentation to organize their thoughts, then they will have a 3–4-minute presentation, then a discussion with me where I will ask them questions on the topic. The assessment will be graded with a rubric.

See Appendix 2# 5 for the IB Language B oral rubric

To allow the conversation to run smoothly, it is recommended that teachers don’t read the questions from a sheet but ask the questions based on the student’s presentation and how the conversation is flowing. So, it’s important for the teacher to take note during the conversation. It’s also necessary to have a list of possible question to practice with.

Possible oral questions:

Thème : Partage de la planète

Topic : Les réfugiés climatiques

1. Quelle est la différence entre un réfugié et un réfugié climatique ?
2. Quels problèmes environnementaux et sociaux présentent des défis pour le monde, et comment ces défis peuvent-ils être surmontés ?
3. Que recommande l’ONU pour la protection des refugies climatiques ?
4. Que propose le droit international pour les réfugiés ?
5. Citer 3 aléas provoqués par des changements climatiques ?
6. Citer des conséquences des changements climatiques sur les populations ?
7. Quelles solutions pouvez-vous proposer pour diminuer les migrations climatiques ?
8. Quelles solutions pouvez-vous proposer pour faciliter l’accueil des migrants dans le pays d’accueil ?
9. Proposez une solution pour éviter que des personnes doivent quitter leur pays pour des raisons climatiques
10. Quelles sont les zones d’accueil des migrants climatiques ?

Conclusion.

In conclusion, this was a very interesting topic to write about. From my research, I came to the conclusion that to this date, there is no legally defined status for climate refugees in international law. The climate refugee escapes a unique definition for the United Nations, which deprives these migrants of an international law. It is indeed difficult to separate the climate factor (from other migration factors) and it is just as difficult to leave all a responsibilities to the countries during an

environmental disaster. The climate refugees are indeed the forgotten victim of climate change since there is no law to protect these types of refugees compare to a simple migrant.

Resources for teachers

<https://philpot.education.com>

Available Support Sites: English A: Language & Literature | Extended Essay | German B | Italian B | French B | MYP Language Acquisition | Spanish B. Free teaching and learning materials for students and teachers with ready-made units, course guidance, skill-building activities, marked samples & teacher support, by experienced IBDP workshop leaders, textbook authors and examiners. No login required to access the free materials. Teachers may sign up / use their existing account to access the different Support Site's Teachers' Forums.

[Liveworksheets.com - Interactive worksheets maker for all languages and subjects](#)

Liveworksheets allows you to transform your traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, which we call "interactive worksheets". Students can do the worksheets online and send their answers to the teacher.

<https://www.recyc-quebec.gouv.qc.ca/citoyens/mieux-consommer/zone-jeunesse/coin-parents-en-seignants/>

This page gathers educational tools, ideas activities and quizzes that affect the environment.

<https://ici.exploratv.ca/videos/serie-web/34/5trucspourlaplanete/>

A TV program that presents solutions within everyone's reach, to reduce your footprint environmental.

<https://tikithepenguin.org/plastic/f/plastique.html>

Guide to explain the issues of the use of plastic waste on our planet.

<https://www.1jour1actu.com/infos-animees>

“Un jour une question” is an animated site for kids. The video explains in simple words what is going on in the world and around us. They are made from questions that children sent to them everyday.

Appendix 1: Implementing World Languages Standards

IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.

IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.

IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.

IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.

IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.

IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.

IH.COD.3.2 Summarize personal views related to academic content with supporting details.

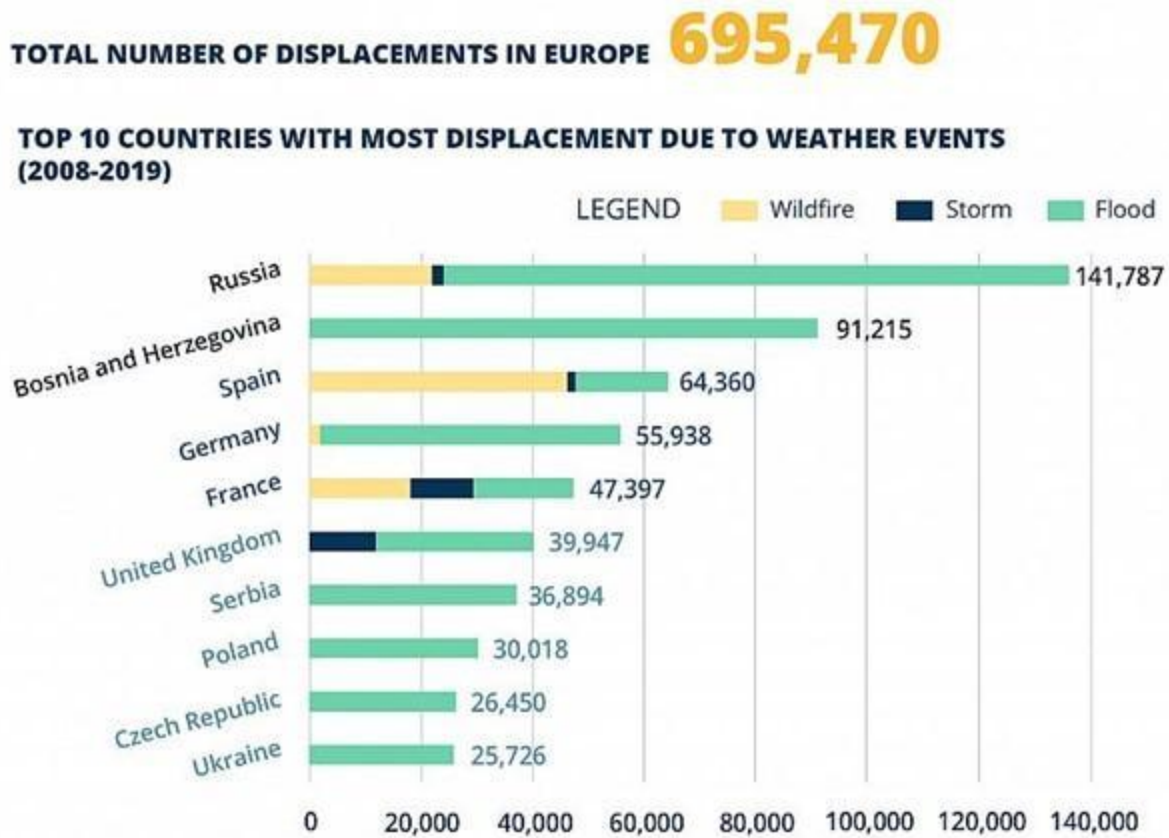
IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.

IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.

Appendix 2

1.



Source: IDMC. Global database for Europe (2019 preliminary figures). The data includes Turkey and Russia, but excludes Kazakhstan, Azerbaijan, Tajikistan, Kyrgyz Republic and displacements caused by earthquakes and volcanos.

euronews.

2. [IB-Writing Assessment Rubric Language B](#)
3. https://philpot.education/pluginfile.php/1911/mod_page/content/51/Corrig%C3%A9%20Tout%20savoir%20sur%20la%20pollution.pdf
4. [Révision pour l'examen Oral sheet](#)
5. [IB-Oral Assessment Rubric Language B](#)

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