



BRÁITHNEACHAS Phoblacht na hÉireann



18th of November, 2024

A chara,

I am writing to you in relation to the teaching of Climate Change in Irish Schools, prompted by a disturbing incident that occurred in a Limerick school on Friday, the 8th of November, 2024.

The Sovereign Department of Education & Irish was contacted by a mother who detailed how an external-speaker was invited by the School to her son's class to talk about Climate Change. During this presentation, the children were presented with a number of subjective, impartial and disputable claims, which were imparted as fact. Having castigated the eating of meat, the Children were subsequently offered dried-insects to taste, as an alternative source of protein. The mother described to me personally how her son felt 'distressed' and 'pressured' during the experience.

Moreover, the School did not contact Parents to inform them about this presentation. Again, this is contrary to Article 34 of the Sovereign Constitution of the Republic of Ireland:

"The State acknowledges that the primary and natural educator of the child is the Family and guarantees to respect and support the inalienable right and duty of the Family Unit, to provide in accordance with their wishes and means, for the moral, intellectual, physical and social education of their children."

The purpose of this letter is not to debate Climate Change, but to highlight the lack of debate, itself. One of the Aims of the Primary, Junior Cycle and Senior Cycle Curricula is to develop a child's ability to think critically. The Oxford Dictionary definition of critical-thinking is, "*the objective, systematic, and rational analysis and evaluation of factual evidence in order to form a judgement on a subject, issue, etc.*" However, information on Climate Change/Climate Emergency is being presented to children in Irish Schools in a non-objective manner, with a political influence as opposed to an empirical, fact-based, scientific one. This approach is incongruent with the intended aim of developing our Children's critical-thinking skills.

The Sovereign Department of Education & Irish advocates for an objective, balanced, non-political and non-activist approach to teaching the Curriculum and, therefore, urges Schools to ensure that content with regard to Climate Change/Climate Emergency is presented in such a manner as to reflect same, thus providing our Children with the maximum opportunity possible to develop the critical-thinking skills required to successfully navigate the World we live in today.

There is a myriad of studies, research papers and reviews available online to stimulate debate around Climate Change/Climate Emergency. The links on the following page could be a starting point for Boards of Management, School Leadership and Senior Cycle students to critically engage with in order to facilitate discussion and debate. "*Audiat et altera pars.*"

Le gach dea-mhéin

Barra S. de Róiste

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1. <https://www.youtube.com/watch?v=pW16LGVPflc> - Greenland Ice Core Project (GRIP)
2. <https://www.youtube.com/watch?v=bOAUsvVhgsU> - Climate The Movie
3. <https://clintel.nl/wp-content/uploads/2019/09/ecd-letter-to-un.pdf> - Ambassadors of the European Climate Declaration
4. <https://clintel.org/> - Climate Intelligence Foundation
5. <https://www.icsf.ie/> - Irish Climate Science Forum
6. <https://www.thegwpc.org/> - The Global Warming Policy Foundation (GWPF)
7. <https://heartland.org/topics/environment-energy/> - The Heartland Institute
8. <https://judithcurry.com/> - Judith Curry (Professor Emerita of Earth and Atmospheric Sciences at Georgia Institute of Technology)
9. https://www.sepp.org/science_papers.cfm - Science and Environmental Policy Project

Additionally, Boards of Management and School Leadership could research the following Climate Specialists, to help structure lessons accordingly:

1. Richard S. Lindzen - Professor of Meteorology at Massachusetts Institute of Technology)
2. John Christy – Professor of Atmospheric Science at the University of Alabama
3. Fred Singer – Atmospheric Physicist
4. William Happer – Physicist and Former Professor at Princeton University
5. Nir Shaviv – Professor of Physics at the Hebrew University of Jerusalem
6. Steven Koonin – Former Undersecretary for Science in the U.S. Department of Energy
7. Roger Pielke Jr. – Professor of Environmental Studies at the University of Colorado
8. Patrick Michaels – Climatologist and Senior Fellow at the Cato Institute
9. Patrick Moore – Ecologist and Co-founder of Greenpeace.

