**Learning Outcomes:**

In this lesson, you will:

1. Reflect on your own experiences and opinions around heating and housing in New Zealand and Germany and share and discuss these with your classmates.
2. Learn and recall some key differences between the way Germany and New Zealand deal with waste.
3. Practice using modal and imperative verbs to write slogans aimed for an environmental demonstration.
4. Experiment with constructing and using compound nouns.

**Before viewing:**

In New Zealand, people tend to live in houses that are colder than German houses. Your teacher will ask you about how or if you heat at home. Look at the following options and get ready for a quick class survey:

1. Heat with a fireplace
2. Heat with a gas heater
3. Heat with electric heaters
4. Heat with a combination of all three
5. Have double-glazed windows (this might need some explanation)
6. Have central heating (this may also require explanation)

Interviews

Get into pairs or threes. Interview your partner/s on the following “hot topic”. Jot down their answers and get ready to report back to the class:

1. How much does your family heat in the winter? Why or why not? Is it an issue or not an issue in your family?
2. Do you heat the whole house? Why or why not?
3. Do you think heating should be provided by government rather than be a household cost? Where could the problems with this lie?

1. Do you believe New Zealand has adequate housing? Yes or no? What do you think are the issues? How should the government be addressing this?

**Viewing:**

1. Watch “The Winter Deniers”.
2. You now have 5 minutes to individually answer the following quiz questions:

Quiz:

1. What is the word Jörg uses for “gloves”? Can you write it in German?

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1. Why does Ange only allow the “central heater” to be used on special occasions? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 Punkt)

1. Who is Gary and why does Duncan hold him partly responsible for New Zealand’s cold houses? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (3 Punkte)

1. What has Duncan sent Jörg to make him feel more “zu Hause”?

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1. Why is Duncan about to meet Hannes “in der Stadt”?

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**After viewing**

**Personal Response**

1. Students pair up and compare their answers to the quiz questions.
2. The class watches “the Winter Deniers” a second time and pairs fill in any gaps in their answers.
3. Pairs briefly interview each other on two of the following three personal response questions to the animation and get ready to share their or their partner’s views / experiences in a class discussion:

1. What did you find funniest / most recognisable in the animation?
2. Do you think New Zealanders are “winter deniers”? Has this class changed your opinion on this?
3. Do you know a “Gary”? Describe them!

1. The class joins for a discussion on some or all of the above personal response questions.

**Script writing**

The animator has left poor Jörg in a cold, damp flat writing the word “Hilfe” in condensation on the windowpane. You and your partner are now going to come to his aid by writing a final “chapter” to the story in which he confronts Ange and finds a solution to his predicament. Remember, Jörg will want to talk directly about the problem, even though Ange may be dismissive or avoidant, and “Just put another layer on” isn’t going to cut it with your average German visitor.

Task:

1. In pairs, choose who will write Ange’s lines and who will write Jörg’s.
2. Discuss the plot and a creative or surprising solution to Jörg’s problem. It could be a happy, a comic or a dramatic ending.

1. Write a short script, about half a page to a full page in German.
2. Include:

1. a moment of anger or strong language (but no swearing of course)
2. a statement about temperature (remember: in German we don’t say “ich bin kalt”, but use the dative: “Mir ist kalt” when talking about temperature)
3. two separable verbs, used correctly
4. Two modal verbs, for Year 12 and 13 students, these should be in the subjunctive. E.g. “Du solltest…” “Wir könnten…” or in the conditional, using “würden” (would) e.g. “Ich würde …., wenn ich…..”

Below are some words you might want to use:

* sich (an)ziehen / sich (aus)ziehen  = to put on / take off clothing
* verdammt! = damn! (can also be used as an adjective e.g. “Mir ist verdammt kalt!”)
* schrecklich / furchtbar / schlimm / unerträglich = terrible / dreadful / bad/ unbearable
* die Heizung / Zentralheizung = heating / central heating
* feucht = damp

1. After the teacher has checked the script, practice the role play a few times. Add costume, props and characterisation if time allows.
2. Pairs present their scenes to the class and a prize is awarded to the two winning teams. Winners are chosen by the teacher and based on the degree of audience engagement!