**Learning Outcomes:**

In this lesson, students will:

1. Reflect on their own experiences and opinions around heating and housing in New Zealand and Germany and share and discuss these with their classmates.
2. Learn and recall some key differences between the way Germans and New Zealanders build and heat their homes.
3. Practice using modal verbs, separable verbs and given phrases to write and perform a dialogue.

**Before viewing:**

Be aware that it might be best to skip the following discussion of heating and housing if there is a chance that students might feel shame around economic hardship because their families can’t afford to heat their homes adequately. That said, if it feels safe and appropriate, this lesson could provide a rare and useful opportunity to address wider social/political/economic issues around healthy housing etc. The aim should be to draw out the idea that New Zealander’s stoicism in tolerating cold, damp houses is a historical and cultural rather than purely economic phenomenon.

Introduce the topic of winter and housing and get students to raise their hands if their family/families:

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)

The students interview each other in pairs or threes using the following questions as prompts:

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?

1. Do you heat the whole house? Why or why not?

1. Do you think heating should be financed by the government or remain a household cost? Where could the problems with this lie?
2. 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?

Once some healthy discussion has developed in pairs and groups, invite feedback from the class as a whole. Students respond with their own or their groups’ opinions / experiences on the questions. Encourage debate around questions 3 and 4.

Introduce the topic of “winter in Germany”, adding any personal anecdotes about snow, icy roads etc. and inviting any comments or experiences from the class. Then introduce the concept of central heating and stress that it is found in every apartment and house in Germany and usually in every room. This could be accompanied by showing some photographs of typical apartment blocks in Germany and inviting brief discussion on whether the students could imagine living like that. Invite discussion of advantages and disadvantages.

**Viewing:**

1. The class watches “The Winter Deniers” once through.
2. Students then 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. Students briefly interview each other in their pairs or threes on two of the following three personal response questions to the animation:

1. What did you find funniest / most recognisable in the animation?
2. Do you think New Zealanders really are “winter deniers”? Has your opinion on this changed during this lesson? If so, how?
3. Do you know a “Gary” personally? 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.

1. 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.

1. 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.

1. 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!