

## CLIL-module: Selfies - real or fake?

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### Rationale for CLIL with English and art

What are the benefits and challenges when doing CLIL with English and art?

CLIL= "Content and Language Integrated Learning"

-The language itself is paradoxically more learnt, when the focus lays not on the language (English) itself, but on the content, in our case art.

English and art work well together in a CLIL-Module, because you can use a lot of visual support and hands-on-activities. The learning context is very authentic → it is important, that you can name things like colours, shapes etc. In art, you can develop a receptive and productive language repertoire. The aims in the art-class can often be achieved even on a low language level.

Furthermore, these two subjects shares some similarities, which allows these subjects to work well together. For example, illustrations and visualization are important.

CLIL-modules are a fun and playful way for the kids to learn a language. Most of the students try to speak in English during the lessons, which can also encourage others to try it themselves in English. The aims and products in art are often of the same quality as a non-CLIL art lesson.

On the other hand, CLIL-modules can be exhausting and a bit overwhelming for children, this could result in dissuasion. Teachers need a lot of time to plan such lessons and the evaluation of products may be also more demanding. When it comes to scaffolding there are also pros and cons. Scaffolding can support the students very well but on the other hand, too much of it can limit creativity.

### Overview

So that the pupils understand and know the important keywords (for example, fake and real) and also some sentence starters from the next three weeks, they are explained briefly by the teacher. Afterward, the teacher will play a game to contain and deepen the subject. The game is called "Spot the difference". The students will be shown two pictures, but with few differences, for instance in the original photo the woman has red cheeks and in the fake photo she does not have red cheeks. The first picture we would show for this task is a self-portrait from Frida Kahlo. Through this task the students will also start to use these keywords and sentence starters. Afterwards the pupils will watch a short movie about her life and answer some questions. One of the questions would be, "What is special about her paintings?". With this question we would introduce the pupils to the self-portrait. Then the pupils will start to draw their own self-portrait draft. The teacher will give some advice on how to draw a self-portrait with a template. They also can use a mirror to see themselves and a picture of Frida Kahlo, as an inspiration. Then the students give each other feedback with the help of flashcards. After the feedback round the students will start with their self-portraits.

In the second double lesson the pupils would discuss in a group of 4 what they did last week and write it down on a piece of paper. The teacher will show them a picture from last week as a reminder.

Afterwards they will discuss their solutions in the plenary. Later, they play a game in which they have to spot the difference in the picture. This reminds them to be critical with pictures from magazines, newspapers and social media and it will also help them to repeat all the phrases they used a week ago. Then the students have time to work on their self-portraits again. At the end of the second double lesson, the teacher introduces them to a new task called "filter". The teacher will show on the laptop how easy it is to put a digital filter on and how simple it is to change things on a picture, for instance, the background or putting glasses on the face. After the introduction, the pupils have time to create their own filters. They can do that with transparent paper. This task helps them to think about what kind of filters they would like to have for their self-portraits.

In the last and third double lesson the students will have time to finish their self-portraits and their filters and, they will have time to prepare for their small presentation. The presentation will be held in a group of four students. In the end there will be a little feedback round from the students. In this session the pupils have the chance to tell the teacher what they liked about the CLIL lessons and what they disliked. The questions help students and the teacher to reflect the whole process.

## Aufgabenset

Im Überblick besteht das Aufgabenset somit aus den folgenden Lernaufgaben:

- 1) Konfrontationsaufgabe I: *Compare the pictures, compare them and say why it's fake or real*
- 2) Konfrontationsaufgabe II: *Get to know Frida Kahlo*
- 3) Erarbeitungsaufgabe I: *Make your own selfie (draft)*
- 4) Übungsaufgabe I: *Make your own selfie (final)*
- 5) Konfrontationsaufgabe III: *Repetition from last week*
- 6) Übungsaufgabe II: *Repetition – game: spot differences*
- 7) Vertiefungsaufgabe I: *Finish the self-portraits*
- 8) Erarbeitungsaufgabe II: *Filter input*
- 9) Syntheseaufgabe I: *Make a filter over your selfie*
- 10) Syntheseaufgabe II: *Prepare for the presentation: presenting and giving feedback*
- 11) Reflexion: *What did you learn?*

#### 4Cs Framework

Content	Cognition	Culture
<ul style="list-style-type: none"> <li>• Recognising the inauthenticity of selfies</li> <li>• Getting to know the artist Frida Kahlo</li> <li>• Creating your own portrait</li> <li>• Changing your own portrait with a filter (transparent paper)</li> <li>• Creatively changing their portraits with a filter</li> </ul>	<ul style="list-style-type: none"> <li>• Work steps as an aid to finding ideas: sketch – change/discard - filter – finalise</li> <li>• Describe and change portrait</li> <li>• Partner exchange to help own progress</li> <li>• Creative approach to media ethics regarding the selfie</li> <li>• Reflect on learning progress and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the life and work of Frida Kahlo</li> <li>• Understand and be able to comprehend portraits and filters of other pupils</li> <li>• Follow and communicate in class with limited language skills</li> </ul>
<b>Communication</b>		
<u>Language of learning</u> <ul style="list-style-type: none"> <li>• Be able to name body/face parts in the portrait</li> <li>• State the position of the objects in the portrait</li> <li>• Being able to make comparisons between pictures (is bigger than, smaller than, ...)</li> <li>• Being able to name changes in colour (hue) and effect</li> <li>• Short description of changes made to the portrait can be made</li> </ul>	<u>Language for learning</u> <ul style="list-style-type: none"> <li>• To use classroom language (<i>Can you say this again?, I don't know. ....</i>)</li> <li>• Express what you have changed and how</li> <li>• Exchange information in groups, e.g. tell where something was changed, what was changed (I changed ... I put ...)</li> <li>• Give each other feedback (<i>I like in your portrait ... because ... / I don't agree with ...</i>)</li> <li>• Give short presentation</li> </ul>	<u>Language through learning</u> (nicht planbar, doch interaktives Lernen ermöglichen, kognitive Aktivierung hochhalten, Lernen durch Reflexionsmomente sichtbar machen, etc.)

#### BG-Kompetenzbereiche

Wahrnehmung & Kommunikation	Prozess & Produkte	Kontexte & Orientierung
<ul style="list-style-type: none"> <li>• Look at the selfies carefully and question them</li> <li>• Create your own selfie and change it courageously – “before and after”- portraits</li> <li>• Evaluate “before and after” effect</li> <li>• Presenting your own selfie project</li> </ul>	<ul style="list-style-type: none"> <li>• Practise portraiture</li> <li>• Experimenting with filters, changing portraits like Frida Kahlo</li> <li>• Developing and experimenting with fantasy elements on a portrait</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that portraits are changeable</li> <li>• Recognising fake selfies</li> <li>• Understand how filters can work</li> </ul>

## Übersicht über das kompetenzorientierte Aufgabenset

Drei-vier CLIL-Doppellektionen für die 4.-6. Primarschulklasse mit folgenden Lernzielen:

- Ihr lernt die Künstlerin Frida Kahlo kennen
- Ihr erstellt eure eigenen Portraits und verändert diese nach verschiedenen Merkmalen
- Ihr könnt kritisch mit Selfies/Selbstportraits aus dem Internet/Magazinen betrachten und besprechen.
- Ihr beschreibt die Wirkung von Filtern auf Selfies und nennt mit Adjektiven die Veränderungen
- Ihr stellt eure selbstgemachten Portraits und mit den Filtern euren Mitschülern vor und gebt einander Rückmeldungen.

### Doppellektion I

Lernaufgaben	Verbal Scaffolding	Lernschritte	Material	Zeit
<p><b>Konfrontationsaufgabe I</b></p> <ul style="list-style-type: none"> <li>• Come to the circle.</li> <li>• I will describe the words fake and real. Afterwards I will give you a sheet with key words, for example eyes and nose and also phrases like "In my opinion". → this helps the students while they are talking.</li> <li>• The teacher will show them two identical pictures, but with some obvious differences, for example in the first picture a monkey is in the background in the second picture there isn't a monkey in the back.</li> <li>• What do you see? What are the differences between these two pictures? → questions</li> </ul>	<ul style="list-style-type: none"> <li>• Phrases and words that are written on the blackboard and also on a sheet to help the pupils while talking: <ul style="list-style-type: none"> <li>○ In my view this picture is fake, because ...</li> <li>○ In my opinion ..., because</li> <li>○ I think ..., because ...</li> <li>○ In the left/right picture there is</li> <li>○ Nose, lips, face</li> <li>○ Bright, brighter, big, bigger</li> </ul> </li> <li>• Correcting mistakes cautiously</li> <li>• Using visualisation</li> </ul>	<ul style="list-style-type: none"> <li>• Die SuS versuchen so gut wie möglich Englisch zu sprechen.</li> <li>• Die SuS lernen sich durch die Hilfssätze auszudrücken.</li> <li>• Die SuS repetieren Schlüsselwörter wie nose, mouth, eyes etc.</li> <li>• Die SuS lernen, dass Bilder aus dem Internet, Zeitschriften etc. fake sein können.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 pictures that look alike but with some differences.</li> <li>• Blackboard with phrases</li> <li>• Powerpoint with the pictures</li> </ul>	10'

<p>from the teacher to the students.</p> <ul style="list-style-type: none"> <li>• Afterwards we will show them more photoshopped and real pictures. And the pictures are getting more and more difficult.</li> </ul> <p>→ The main task is to spot differences between the pictures and make some sentences in English.</p> <ul style="list-style-type: none"> <li>• Now you will learn more about the artist Frida Kahlo.</li> </ul>				
<p><b>Konfrontationsaufgabe II</b></p> <ul style="list-style-type: none"> <li>• Answer the questions that are written on the blackboard: <ul style="list-style-type: none"> <li>- When was she born?</li> <li>- What did she study?</li> <li>- What is special about her paintings? (kurzer mündlicher Input von der LP zu Selbstportrait).</li> </ul> </li> <li>• Who can explain the questions above in their own words? (they have to try it in English)</li> <li>• Let's watch a short clip about Frida Kahlo's life (the clip will be in English too).</li> </ul>	<ul style="list-style-type: none"> <li>• Giving pupils more time to answer</li> <li>• Writing down effective questions <ul style="list-style-type: none"> <li>○ When was she born?</li> <li>○ What did she study?</li> <li>○ What is special about her paintings? (kurzer mündlicher Input LP zu Selbstportrait)</li> </ul> </li> <li>• Pupils don't have to understand everything.</li> </ul>	<ul style="list-style-type: none"> <li>• Die SuS lernen Frida Kahlo besser kennen durch das Video.</li> <li>• Die SuS verstehen, dass ein Selbstportrait ähnlich wie das heutige Selfie ist.</li> <li>• Die SuS verstehen, dass sie Englisch sprechen müssen, da das Video auf Englisch ist.</li> </ul>	<ul style="list-style-type: none"> <li>• Video of Frida Kahlo <a href="https://www.youtube.com/watch?v=wfbLR15Bh74">https://www.youtube.com/watch?v=wfbLR15Bh74</a></li> <li>• Notebook and pen</li> </ul>	15`

<ul style="list-style-type: none"> <li>• There is something special about her paintings. Can you find out what it is? The students can do this task in German.</li> <li>• The students will see how Frida Kahlo drew the self-portraits.</li> <li>• “You can compare the self-portraits she has made with today’s selfies”.</li> </ul>				
<p><b>Erarbeitungsaufgabe I</b></p> <ul style="list-style-type: none"> <li>• Now the students have time to draw their own self-portraits with the help of a mirror. They have 10 min for this task.</li> <li>• I will give you some advice on how you should draw a self-portrait.</li> <li>• Pupils give each other feedback about the draft with flashcards.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives advice on how to draw a portrait.</li> <li>• Giving clear instructions</li> <li>• Providing feedback, on pupils learning, with flashcards</li> </ul>	<ul style="list-style-type: none"> <li>• Die SuS repetieren was eine Skizze ist.</li> <li>• Durch die Skizze wissen die SuS was sie zeichnen wollen</li> <li>• Die SuS geben einander Feedback. Somit wissen sie, was sie noch besser machen können.</li> </ul>	<ul style="list-style-type: none"> <li>• Mirror</li> <li>• Draft paper</li> <li>• Pen</li> <li>• Advice sheet from the teacher</li> </ul>	20`
<p><b>Übungsaufgabe I</b></p> <ul style="list-style-type: none"> <li>• Now start drawing your own self-portraits like Frida Kahlo did.</li> <li>• Use your draft and take it as a template. You can also use a</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher walks around and supports weaker pupils</li> <li>• Using visualizations</li> </ul>	<ul style="list-style-type: none"> <li>• Die SuS lernen ihr eigenes Selbstportrait zu zeichnen.</li> <li>• Die SuS repetieren das Zeichnen diesmal mit Farbstiften, sie dürfen aber auch weiterhin mit dem Bleistift weiterarbeiten, wenn sie sich noch nicht sicher fühlen</li> </ul>	<ul style="list-style-type: none"> <li>• White Paper</li> <li>• Colour pencils</li> <li>• Mirror</li> <li>• Picture of Frida</li> </ul>	45`

<p>mirror. On the blackboard you also can see a portrait of Frida that may help you.</p> <ul style="list-style-type: none"> <li>• Use different crayons to make it more colourful.</li> </ul>				
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## Doppellektion II

<p><b>Konfrontationsaufgabe III</b></p> <p>Repetition from last week:</p> <ul style="list-style-type: none"> <li>• What did we do last week?</li> <li>• What do you remember about Frida Kahlo?</li> </ul> <p>This two questions will be discussed in a group of 4 students. They have to write their solutions, as keywords, on a piece of paper. Afterwards we will shortly discuss it in the plenum.</p>	<ul style="list-style-type: none"> <li>• To remember what we did, we would hang up some fake and real examples we used last week and also a self-portrait of Frida Kahlo.</li> <li>• While they are doing their group works, they can use a dictionary to look up words which they do not know in English. Since they are in a group of 4, they could have it so that one student searches up the words in the dictionary and the other students write it down.</li> </ul>	<ul style="list-style-type: none"> <li>• SuS überlegen sich noch einmal, „was sie letzte Woche gemacht haben.“</li> </ul>	<ul style="list-style-type: none"> <li>• Some fake and real pictures and Frida Kahlo portraits from last week.</li> <li>• Papers</li> </ul>	10`
<p><b>Übungsaufgabe II</b></p> <p>Repetition – game: spot the differences: In order for students to review the starter sentences and words from last week, they will play the game</p>	<ul style="list-style-type: none"> <li>• Giving sentence starters and keywords which we used last week already.</li> <li>• Cooperative learning.</li> </ul>	<ul style="list-style-type: none"> <li>• SuS werden auf Veränderungen aufmerksam.</li> <li>• SuS repetieren die «keywords and phrases» von letzter Woche.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet: Spot the difference pictures of people (before and after), see appendix.</li> <li>• Sheet with the phrases and keywords</li> </ul>	7`

<p>“spot differences”. Four students are always in a group. They will receive a sheet with two same photos (photos of people), except there will be some differences. They have to find the differences and discuss it. The aim is that they use phrases like “I think ..., because .../ In my opinion ..., because ....</p> <p>This game would be a little repetition from last week and it also helps them to speak more fluently.</p>	<ul style="list-style-type: none"> <li>• Reviewing learnings regularly.</li> </ul>			
<p><b>Vertiefungsaufgabe I</b></p> <p>Students have time to finish their self-portraits.</p>	<ul style="list-style-type: none"> <li>• Giving pupils some time to finish their project</li> </ul>	<ul style="list-style-type: none"> <li>• SuS beenden ihre angefangenen Arbeiten (Selbstportraits).</li> </ul>	<ul style="list-style-type: none"> <li>• Their own self-portraits</li> <li>• Colour pencils</li> </ul>	25`
<p><b>Erarbeitungsaufgabe II</b></p> <ul style="list-style-type: none"> <li>• The students will be shown by the teacher how a filter looks like with the help of a laptop.</li> <li>• Now it is the turn of the students to create some filters. To do this task each student will get a transparent paper. They have time to try some new filters, for example mountains in the background or glasses on the face. This exercise helps them to think about what kind of filters they would like to have for their self-portraits.</li> </ul>	<ul style="list-style-type: none"> <li>• Using visualizations</li> </ul>	<ul style="list-style-type: none"> <li>• SuS sehen wie digitale Filter aussehen und welche Auswirkungen es auf die Bilder hat.</li> <li>• SuS wagen sich an die ersten Versuche, ihre eigenen Filter zu kreieren.</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Transparent papers</li> </ul>	25`

<b>Syntheseaufgabe I</b>  Now they have time to create their own filters for their self-portraits.		<ul style="list-style-type: none"> <li>• SuS kreieren die Filter für ihr Selfie.</li> </ul>		20'
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### Doppellektion III-IV

<b>Syntheseaufgabe II</b> <ul style="list-style-type: none"> <li>• Finish their self-portraits           <ul style="list-style-type: none"> <li>- Pupils who have not finished their selfie and the filter yet, have 25 min to do it.</li> </ul> </li> <li>• Time to prepare for their presentation (5-7min):           <ul style="list-style-type: none"> <li>- Pupils prepare independently for a short presentation in English using the keywords and notes for it. (20 min)</li> </ul> </li> <li>• Presentation (4 students are in one group)           <ul style="list-style-type: none"> <li>- The teacher divides the pupils into groups of 4 in which the presentations are held. (ca. 30)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Giving sentence-starters</li> <li>• Keywords/sentences written on the blackboard to help take notes:           <ul style="list-style-type: none"> <li>○ I wanted to make myself look like...</li> <li>○ I drew this because I ...</li> </ul> </li> <li>• Keywords/sentences written on the blackboard to help giving feedback:           <ul style="list-style-type: none"> <li>○ I really like your product, because</li> <li>○ beautiful/funny/creative...</li> <li>○ I like...about your selfie.</li> <li>○ This looks nice.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Die SuS beenden ihre Arbeit am Selfie und dem Filter (<u>maximal noch 25min</u>).</li> <li>• Die SuS bereiten sich auf eine Kurzpräsentation (5-7min) in einer 4er Gruppe vor.</li> <li>• Die SuS präsentieren einander ihre Selfies.</li> <li>• Die zuhörenden SuS überlegen sich während des Zuhörens, was sie als Feedback sagen werden.</li> <li>• Die SuS ermutigen einander durch positives Feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• The students self-portraits and filters</li> </ul>	75'
<b>Reflexion</b>  (In the circle)	<ul style="list-style-type: none"> <li>• Reflecting about the purpose of CLIL.</li> </ul>	<ul style="list-style-type: none"> <li>• Die SuS können etwas über die Künstlerin Frida Kahlo sagen. (z.B. Leben/Kindheit,</li> </ul>	-	15'

<ul style="list-style-type: none"> <li>• What did you learn in the last 3 weeks?</li> <li>• What did you enjoy the most?</li> <li>• What did you dislike?</li> </ul> <p>This review will be done in the plenum.</p>	<ul style="list-style-type: none"> <li>• Encourage learners to express themselves despite limited vocabulary.</li> </ul>	<p>Bilder/Stil oder die Wirkung der Bilder)</p> <ul style="list-style-type: none"> <li>• Wie seht ihr jetzt auf Selfies von anderen Leuten? Was habt ihr mitgenommen, was vielleicht eure eigenen Selfies beeinflussen wird?</li> <li>• Habt ihr sonst noch etwas Neues im Englisch oder BG gelernt?</li> </ul>		
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### Literatur- & Medienverzeichnis

Figure 1: "Before and after with Facetune app", accessed at 11.02.2021, <https://bestcellphonespyapps.com/top-5-apps-for-taking-the-perfect-selfie/>..... 12

Figure 2: "Before and after of bodyposipanda/Instagram", accessed at 11.02.2021, <http://metro.co.uk/2016/02/11/instagrammers-share-before-and-after-selfies-to-show-how-easy-it-is-to-fake-perfection-5675503/> ..... 13

Figure 3: "Before and after of photoshoped celebrity", accessed at 11.02.2021, [https://izismile.com/2010/08/11/photoshopped\\_celebrity\\_photos\\_49\\_pics.html](https://izismile.com/2010/08/11/photoshopped_celebrity_photos_49_pics.html) ..... 13

Figure 4: "Before and after 'hot' women celebrities after the magic of photoshop", accessed at 11.02.2021, <http://www.mandatory.com/girls/1041458-hot-women-celebrities-before-and-after-the-magic-of-photoshop> ..... 14

Figure 5: "Before and after Photoshop: the great debate", accessed at 11.02.2021, <https://thedirtymilk.wordpress.com/2015/08/12/photoshop-the-great-debate/> ..... 14

Figure 6: "Before and after of celebrities ", accessed at 11.02.2021, [https://izismile.com/2012/04/27/celebrities\\_before\\_and\\_after\\_photoshop\\_touch\\_ups\\_25\\_pics.html](https://izismile.com/2012/04/27/celebrities_before_and_after_photoshop_touch_ups_25_pics.html)..... 15

Figure 7: "Before and after - 3 easy ways to slim down in photoshop ", accessed at 11.02.2021, <https://gadgetwise.blogs.nytimes.com/2009/08/25/3-easy-ways-to-slim-down-in-photoshop/> ..... 15

Figure 8 "Template draft self-portrait" <https://www.pinterest.de/pin/719520477948626209/> ..... 16

Figure 9 "Self-portrait Frida Kahlo": <https://artinwords.de/frida-kahlo/frida-kahlo-2019/>..... 17

Figure 11 "Self-portrait Examples of children": <https://www.kunstgalerie-derrotehahn.de/selbstportr%C3%A4ts-ideen-f%C3%BCr-1-bis-6-klassen/>.. 18

## **Nützliche Internetseiten**

Video zu Frida Kahlo, accessed at 11.02.2021 <https://www.youtube.com/watch?v=sfLKcyYKKtU>

**Anhang**

Before and after pictures

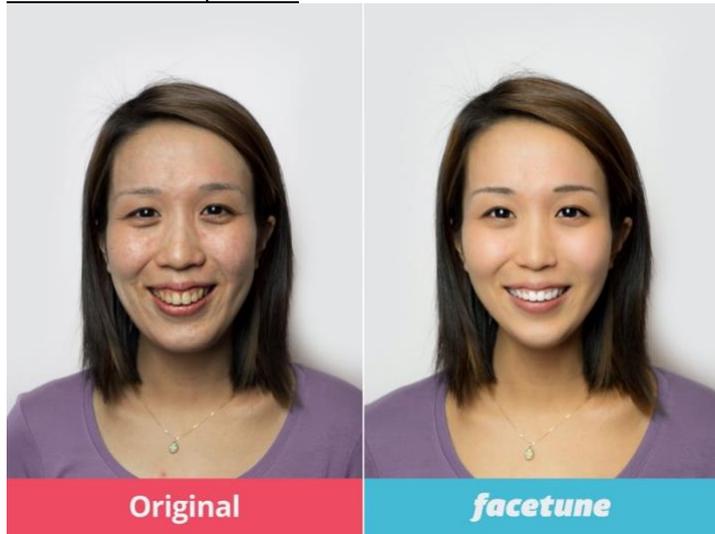


Figure 1: "Before and after with Facetune app", accessed at 11.02.2021, <https://bestcellphonespyapps.com/top-5-apps-for-taking-the-perfect-selfie/>



Figure 2: "Before and after of bodyposipanda/Instagram", accessed at 11.02.2021, <http://metro.co.uk/2016/02/11/instagrammers-share-before-and-after-selfies-to-show-how-easy-it-is-to-fake-perfection-5675503/>



Figure 3: "Before and after of photoshopped celebrity", accessed at 11.02.2021, [https://izismile.com/2010/08/11/photoshopped\\_celebrity\\_photos\\_49\\_pics.html](https://izismile.com/2010/08/11/photoshopped_celebrity_photos_49_pics.html)



Figure 4: "Before and after 'hot' women celebrities after the magic of photoshop", accessed at 11.02.2021, <http://www.mandatory.com/girls/1041458-hot-women-celebrities-before-and-after-the-magic-of-photoshop>

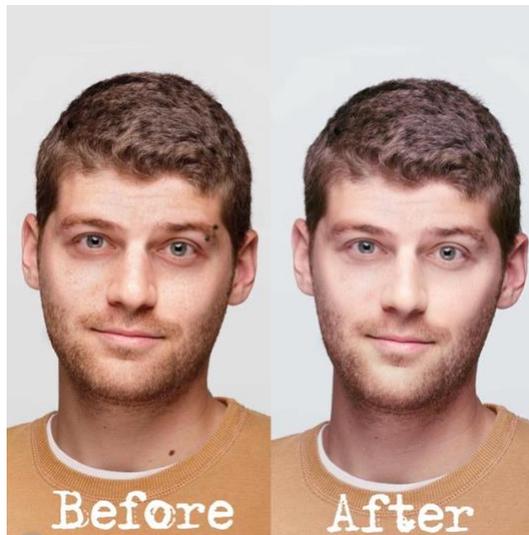


Figure 5: "Before and after Photoshop: the great debate", accessed at 11.02.2021, <https://thedirtymilk.wordpress.com/2015/08/12/photoshop-the-great-debate/>

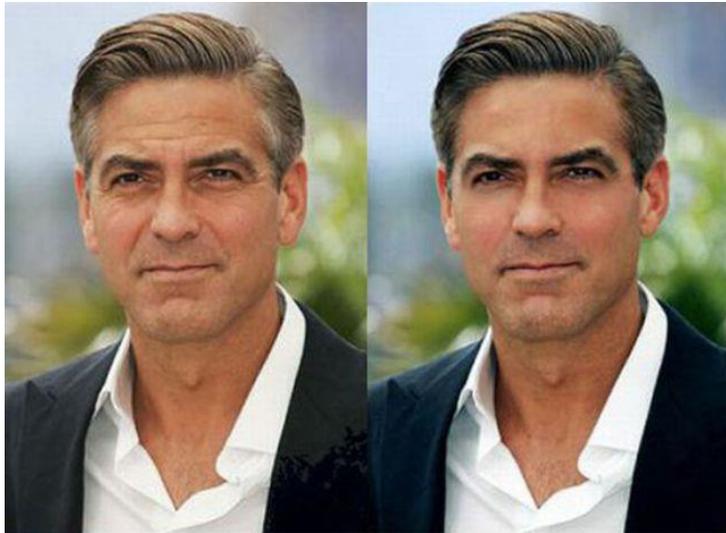


Figure 6: "Before and after of celebrities ", accessed at 11.02.2021, [https://izismile.com/2012/04/27/celebrities\\_before\\_and\\_after\\_photoshop\\_touch\\_ups\\_25\\_pics.html](https://izismile.com/2012/04/27/celebrities_before_and_after_photoshop_touch_ups_25_pics.html)



Figure 7: "Before and after - 3 easy ways to slim down in photoshop ", accessed at 11.02.2021, <https://gadgetwise.blogs.nytimes.com/2009/08/25/3-easy-ways-to-slim-down-in-photoshop/>

# Proportions of the Face

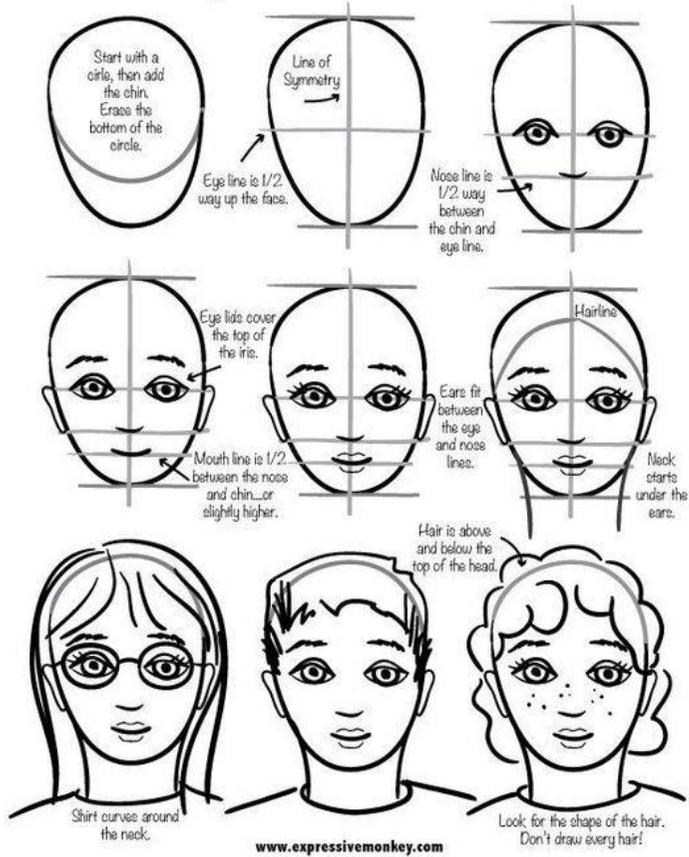


Figure 8 "Template draft self-portrait" <https://www.pinterest.de/pin/719520477948626209/>



Figure 9 "Self-portrait Frida Kahlo": <https://artinwords.de/frida-kahlo/frida-kahlo-2019/>



Figure 10 "Self-portrait Examples of children": <https://www.kunstgalerie-derrotehahn.de/selbstportr%C3%A4ts-ideen-f%C3%BCr-1-bis-6-klassen/>