

CHILDREN'S GENERAL ASSEMBLY

Inspiration Handbook

CAPITAL OF CHILDREN

CHILDREN'S GENERAL ASSEMBLY Inspirational Handbook

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CoC Playful Minds for Capital of Children
7190 Billund, Denmark

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BILLUND
IS THE CAPITAL
OF CHILDREN. HERE
CHILDREN LEARN
THROUGH PLAY AND
ARE CREATIVE
AND ARE CREATIVE
WORLD CITIZENS.

The Capital of Children supports the Children's General Assembly in promoting Billund as the Children's Capital, where children can learn through play and become creative world citizens.

**BILLUND IS
THE CAPITAL
OF CHILDREN.
HERE CHILDREN
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INTRODUCTION

Billund, a city in Denmark, is the Capital of Children.

For almost a century, the city has had an extraordinary focus on children and for more than ten years, the city has had a vision:

“Billund is the Capital of Children. Here, children learn through play and are creative world citizens.”

In Billund, we believe that children need to be given the opportunity to develop skills to address the challenges and changes their future will bring – skills like collaboration and teamwork, creativity and imagination, critical thinking and problem-solving.

Billund is known all over the world as the home of the LEGO Group. In addition, Billund is a most attractive tourist destination and having Denmark’s second largest airport, Billund is an easy place to visit from near and far.

But Billund is much more than this. In Billund, we co-create the city with children. We are not satisfied to just involve the children. We co-create e.g. safe and playful urban spaces that promote insight into democracy. We co-create the learning environments of the future – both inside and outside the school. Entrepreneurs and children co-create new services and new products for children. Billund Municipality is establishing a city council for children and youth. We could go on and on.

In 2020, Billund was recognized by UNICEF as the first Danish “Child-friendly City”.

The most important recognition for us is that children experience equality as co-creators in the Capital of Children. In addition to co-creating with children, who will live and work in the Capital of Children - now and in the future - children are also an endless source of inspiration.

With our heritage and vision of the Capital of Children, the children, the Capital of Children Partnership, organisations, politicians, and individuals in Billund are jointly building the Capital of Children.

It is therefore only natural that Children’s General Assembly – with children from all over the world – is held every year in the Capital of Children.

Charlotte Sahl-Madsen
CEO
Capital of Children & CoC Playful Minds



LEADERS OF THE WORLD



We live in a world that needs to change. Children all over the world are trying to get the attention of world leaders. But they are not being taken seriously. It is not only absurd but also paradoxical, for the future belongs to the children.

Fortunately, there is a place in the world where children are given the opportunity to build skills to address the challenges and changes their future will bring and where they are being taken as seriously as adults. A place where one believes that children's curiosity, creativity, and playful approach is an inspiration and where co-creation is an ideal and a method to innovate.

At a time when most of the world cannot agree on much, other than disagreeing, perhaps we should listen to those who will have to live with the results of adults' decisions - or lack thereof.

The idea is simple. The annual UN General Assembly is held in New York City in September and will be reflected in the Children's General Assembly in Billund, the Capital of Children.

A diverse group of children from different nationalities will participate in workshop series where the children will identify, explore, research, and discuss world challenges. The children will discuss and co-create joint solutions to these challenges.

We will not just put the Capital of Children on the world map. We will also show the entire world what matters to children and what they are capable of. And, hopefully, we can create a better world for children and adults to live in.



THE CHILDREN'S GENERAL ASSEMBLY

The idea is simple. The annual United Nations General Assembly will be held in New York City in September. Prior to this, the world's children will have their own General Assembly in Billund, the Capital of Children.

The purpose of the Children's General Assembly is that:

- ② the world's children voice their shared perspectives to world challenges
- ② the participants will experience learning through play and being creative world citizens
- ② Billund will become known globally as the Capital of Children

The method is to facilitate digital workshops where the children will:

- ② identify, explore, discuss, and consolidate their shared list of world challenges
- ② discuss and co-create solutions to the world challenges
- ② consolidate their solutions into one shared manifesto
- ② give speeches and deliver their joint manifesto

In September, the world's children will share their perspectives on a better world. After the September Summit the participants will co-create, ideate and implement a selection of concrete ideas together with relevant partners.



THE CAPITAL OF CHILDREN PARTNERSHIP

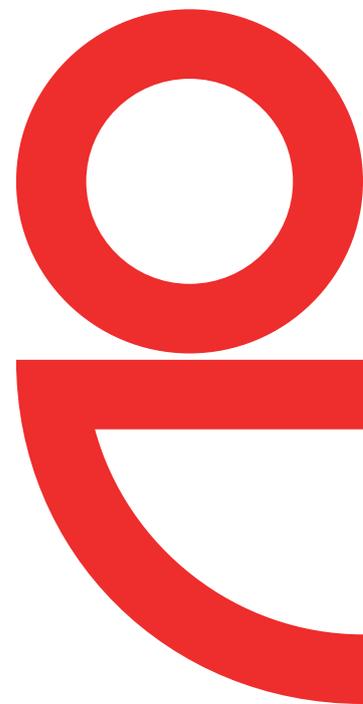
Behind the Children's General Assembly is the Capital of Children Partnership. We want to leave a better day tomorrow and invest in children's competencies.

When the whole of Billund comes together to build the Capital of Children, it's not for fun. It's for the future. We want to support children and young people in developing their skills as creative world citizens.

The partnership work to unfold the vision of Billund as the Capital of Children. Here children learn through play and are creative world citizens. Teachers, researchers, and politicians all over the world agree that children need skills that will enable them to collaborate, communicate, think critically, solve problems, and be creative. Children need the creative world competencies for coping with and successfully navigating the complexity of and opportunities in society. Billund, the Capital of Children, wants to invest in children's competencies. This means that they can express their curiosity and openness to other people about the planet we share and confront the challenges that we all face.

Together we invest in children and the future. We want children to

- ④ have confidence in that they are being heard and listened to
- ④ have confidence in that they have the right to be heard as initiators and problem-solvers of world challenges
- ④ be involved in democratic processes
- ④ be heard by the general population as well as world leaders
- ④ learn about the Rights of the Child
- ④ learn about issues that are relevant to them
- ④ meet and get to know other children from different places
- ④ experience a community with other children and youth who want to engage and unite voices in a need for a better future



THE VIEW OF THE CHILD

We acknowledge children as equals who have the resources to act and to help create their own lives and the society of which they are a part. We are inspired by children, and we believe that adults can learn at least as much from children as children can learn from adults - especially when it comes to wondering, trying new ideas, and thinking of new perspectives.

We believe that children:

- ④ have equal worth but unequal conditions
- ④ are experts in their own lives
- ④ have the resources to act and to help create their own lives and the society in which they live
- ④ develop and learn through social relationships
- ④ are dependent on adults AND that adults are dependent on children



Participating in the Children's General Assembly has opened more ways for children to stand for something they believe in whilst still making an impeccable impact on the world and take actions for solutions. As we have already established, the world needs actions, not just false commitments.

THE TIMELINE

The Children’s General Assembly is an online process from April-June including instruction meetings, safeguarding activities, online workshop series, and a summit in Billund in September.

The children participate in both the online process in April-June, in the September Summit and in the ideation and implementation process.

BILLUND IS THE CAPITAL OF CHILDREN. HERE CHILDREN LEARN THROUGH PLAY AND ARE CREATIVE WORLD CITIZENS



April

Safeguarding Meetings



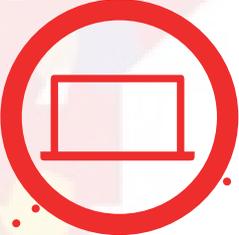
May

Co-Creation Workshopseries



October

Co-Creation Workshopseries



November

Launch



December

Implementation



THE PARTICIPANTS



All Children in the age of **10-17** from all over **the World** can apply

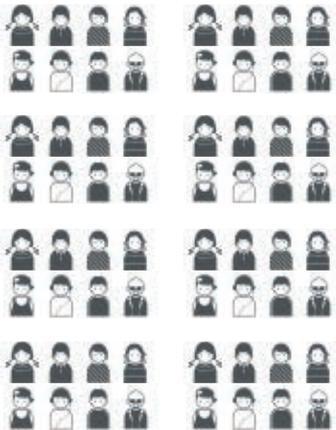


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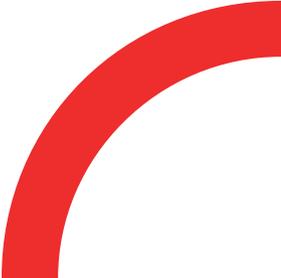
80 children are selected to participate – **8 groups** of **8-12 participants** will be formed



Individual Safeguarding Meetings with **all participants**

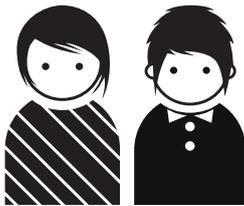


5 workshops with **8 groups** are conducted



Criteria for applicants

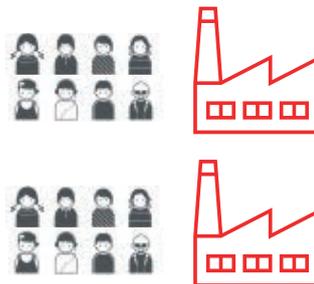
- 🕒 age: 10-17 years
- 🗣️ good English skills (verbal and writing)
- 💻 access to a computer (good sound conditions)
- 🌐 stabile internet access
- 👥 collaboration-oriented
- 🧑 mature
- 🌍 kindness to the world
- 🏠 engaged in society



Representatives
from each group
will be selected for
Idea Selection and
Manifesto process



**Children and
parents/caregivers**
are invited to the
Summit in the
Capital of Children,
Billund, Denmark



Co-Creation and
Ideation workshops
between children and
relevant partners



THE CHILDREN'S GENERAL ASSEMBLY SEPTEMBER SUMMIT

Representatives from each group are chosen to represent their group at the Children's General Assembly Summit. The representatives will consolidate the work from all ten groups into one shared manifesto and co-create selected ideas. The representatives will travel to the Capital of Children, Billund, Denmark accompanied by one parent or caregiver.

At the Summit in September, the representatives will present their joint manifesto, which will be submitted to the world leaders.

At the Children's General Assembly Summit in September:

- ② the representatives will submit the joint manifesto to the world leaders
- ② the representatives will co-create concrete ideas
- ② all participants will be invited to take part in the online session
- ② all applicants will receive an invitation to participate in a live streaming



While we were in Billund I had the most fun I'd ever had. Each day was back to back with amazing activities. I loved how we were encouraged to be kids and just have fun with each other.

Quote from a participant in Children's General Assembly 2021



THE PEDAGOGICAL FOUNDATION

Through the Children's General Assembly, children will gain skills crucial for them and their communities in contributing to solving global challenges.

The pedagogical foundation is based on Learning through Play, the Pedagogy of Co-Creation, and focus on Inclusive Learning Environments. Learning through play and co-creation stimulates engagement and the natural desire to learn. Research supports that engagement is at the heart of human learning and growth – across cultural settings, and that facilitation is about fostering children's engagement.

Learning through Play

Learning through Play is our brain's favourite way to learn because the inherent joy and active engagement of playful experiences support multiple brain networks and make it particularly effective in developing and maintaining a whole range of skills. Co-creation with children and young people is a practice, a method, and an ideology where you create something together on an equal and trusting basis. In co-creation, it is the issue and the relations that are pivotal, and the participants equally involve their different perspectives, thereby creating common ownership.

Adopting learning through play and working on a basis of co-creating in practice goes well beyond adding playful activities in education and at home. Both approaches are based on a mindset of viewing children as capable and curious, and learning together on more mutual terms is needed. In turn, this attitude has implications for how professionals and parents design activities, interact with children in practice, and reflect on, and gauge, their learning and progress.

Principles for Playful Learning are as follows:

Five Play Characteristics

Learning through play is based on children experiencing five play characteristics that lead to deeper learning. To get there, the children should be *actively engaged* and *find meaning* in what they are doing and learning. Enjoying their learning while being part of a culture characterised by *joy* and engagement helps children to persist even when their first attempt doesn't go as planned. *Experimenting* and *iterating* with materials and ideas help them to learn with others (social).

Capability

Children are capable, and the adult is also a learner in the relationship.

Continuum of play

Children can experience five play characteristics from a spectrum of practices that runs from free play and child choice over guided play to instructed play. A mix of these is often best.

Engagement

A child being engaged in their learning is key – if in doubt as the facilitator, follow the children's engagement.

Mind-set

The facilitator should engage with the right mindset and have a design, practice, and reflection that reflects that.

Find more about learning through play here: <https://learningthroughplay.com>

The Pedagogy of Co-Creation

The aim of Pedagogy of Co-creation is to merge different perspectives into new knowledge, new solutions, or new perspectives to create something of value to the world - something which wouldn't be possible to create alone. The children sense and strengthen this sense of belonging through a connection to the case, to each other, and to the process. Meaningful involvement is pivotal. To do all this with many different children, the process needs to be guided by a facilitator who is familiar with a child's mindset and who is prepared to use different methods, props, and tools.

The basis for children's meaningful involvement is a meaningful case, a meaningful framework, and a meaningful team-composition with a commitment to the shared goal. A meaningful framework involves a transparent purpose, sub-goals, and content that relate to matters of concern for children. We are seeking to embrace a variety of perspectives to secure motivation and agency among the children. Awareness of the children's different prerequisites is important, along with a clear division of roles to create space for cooperation, immersion, play, and experimentation.

The foundation of the co-creation approach is to create the best opportunities for equality and trust in the group. We are striving for good and trustful relations to promote equal opportunities to participate, to take initiative-seeking insights together, and to build on differences in the group. The different initiatives are recognised through a process that assumes that the children's different perspectives and assumptions are equally valid and important.

Facilitating co-creation with and among children is about creating a trusting space where children dare to incorporate their perspectives and build on each other's input and thereby gain ownership in a common case. It requires attention, trust, dialogical skills, and the ability to use tools and methods that strengthen the group's relationships throughout the process.

Pedagogical principles for Pedagogy of Co-creation are as follows:

The shared cause

A co-creation process explores and seeks in-depth shared knowledge on a common case of significance to the world, to the community, to the children, and to other participants. The aim is co-development through the inclusion of different perspectives and roles. The process is based on mutual curiosity leading to knowledge-sharing, deeper understanding, collaboration on creative ideation, and prototyping solutions with joint ownership.

Meaningfulness

Meaningfulness among the children is a key component throughout the whole co-creative process. Meaningfulness evolves through different elements such as by finding it interesting; by being able to understand and relate to the case and the others in the group; by being active and engaged; by being acknowledged; by experiencing a sense of belonging to the community; it comes from joy and excitement and leads to commitment, motivation, and immersion that promotes agency and the desire to act.

Equality

Co-creation is based on the recognition of different perspectives, skills, roles, and experiences. Diversity will be a strength in seeking to understand and in finding new possibilities. Building up an environment and a culture of equality means recognising and respecting different perspectives without always seeking agreement.

Confidence and trust

It is pivotal to have confidence in the process and the children. They can't be equally active all the time. But one must have faith in the process and the children's agency and be aware of the dynamic among them. Confidence and trust can be built by guiding and seeking their willingness to take risks as the process evolves and as their trust in each other grows.

Connection

Making the process visible, transparent, clear, and coherent are key components in a successful co-creation process with children. This means framing details, phases, and different perspectives along with connecting this to the bigger picture and purpose. Documentation and meta-

reflections on the process are at the core of connecting and transferring the children's motivation, understanding, skills, and insights to the next session or level of co-creation.

Find more about co-creation with children here: <https://www.cocplayfulminds.org/en/>

Inclusive Learning Environments

With a focus on inclusive learning environments, the point is not to see difference as a problem to be fixed, but rather to celebrate the diversity of learners and provide the necessary support to enable equal and equitable access, contribution, and participation. It is about including children rather than segregating them – and seeing the value of doing just that!

In order to create welcoming and focused environments that include, motivate and challenge all children - whatever challenges they may have cognitive, social, physical or emotional -, their needs must be truly met. Support must be guaranteed and fully resourced.

Principles for Inclusive Learning are as follows:

Embracing diversity

Inclusive learning is based on the fundamental belief that diversity strengthens and enriches. Inclusive learning environments, therefore, need to create awareness of diversity and its strengths and provide an environment of acceptance, empathy, understanding, and celebration of differences and diversity.

Supporting personalisation

All learning styles and achievements are equally valued and respected. A strength-based and personalised program improves engagement, motivation, and academic outcomes. Everyone should have the opportunity to succeed.

Believing in equity

All learners must be able to fulfil their own potential. An inclusive learning environment adjusts where it is necessary and makes learning accessible for all so that equity is created. Inclusive environments are willing to adapt to the physical environment and their systems are processed to meet the needs of learners with special needs.

Being flexible

The environment must be versatile and open to change. So inclusive learning environments must be able to respond to a diverse and evolving group of students and to surrounding changes.

Find more about inclusive learning environments here: <https://fondendrive.dk>



What I liked the most about the assembly was the message of the whole thing. We are all supported and acknowledged. We felt like we were able to make a change and we did.

FACILITATION

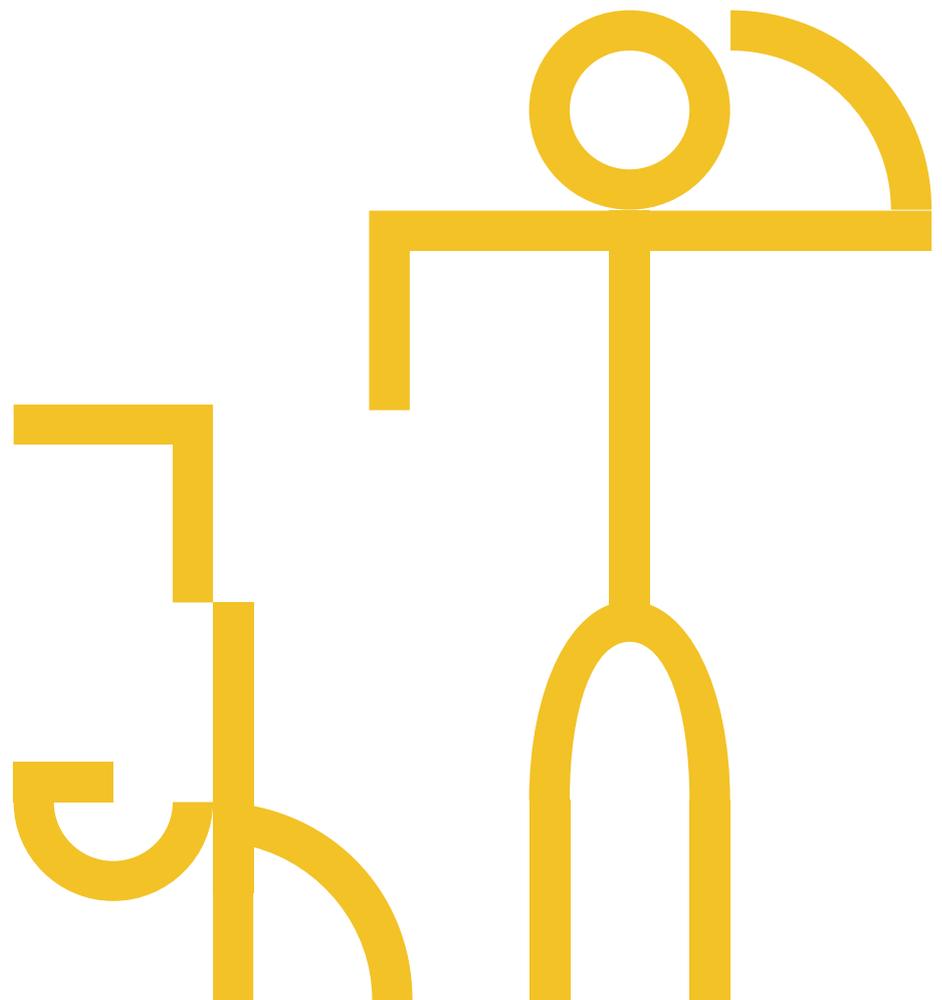
Learning through play and co-creation emphasise the need for inclusive learning, as differences are valued. Together these three approaches have implications for children's and educators' roles in practice. It requires that children are recognised as capable and the use of a facilitating style of interaction, learning- and process-leading. This means that facilitators must strive to scaffold children's learning process, rather than try to control the evolving flow of children's activities or withdraw completely e.g., during play.

A facilitating approach is different from 'delivering content' because the goal is for children to understand concepts and develop a breadth of skills they can apply.

A facilitating approach is about holding back and creating structures where the children can equally participate and take initiatives. The facilitator's role is to be helpful and foster participation through encouragement and acknowledgement. This happens when the children experience their participation as meaningful. Therefore, the facilitator must also be able to renegotiate the premise of participation and adjust the framework so that the children have an experience of mastering and succeeding with others. It is through that process the children develop a breadth of skills and mastering skills. The facilitators must therefore always be humble, reflective, and aware of their actions.

A good facilitator inspires children's play, creates a space and time for many kinds of playful activities, and adapts his/her role to meet the children's needs as they take on new challenges.

Skilful facilitators can spot opportunities to integrate learning goals in playful settings without taking over or disrupting children's engaging and playful endeavours.





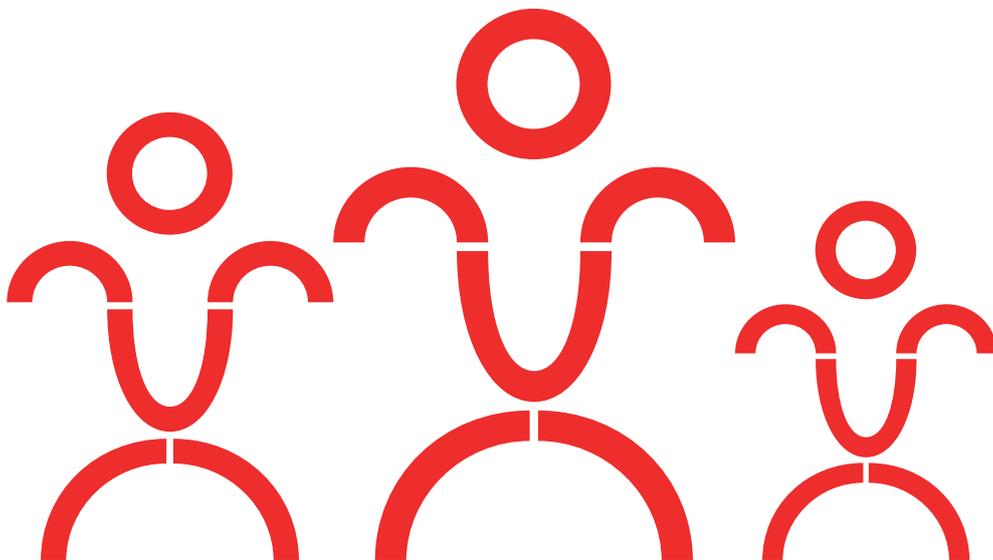
THE FACILITATOR GROUP

The facilitator group consists of facilitators partly from the partners and partly hired from other organisations. The main criteria in recruiting facilitators are that the facilitator has experience with facilitation - preferably digital facilitation and preferably of processes with children. As a part of the job, the facilitator will receive extensive training in facilitation digital co-creation with children and will also become acquainted with Learning Through Play and inclusive learning environments in theory and practice.

A facilitator team consists of two facilitators per group. One group consists of eight children. Each facilitator team facilitates two groups of children.

By joining the facilitator group, the facilitators will:

- get extensive training and experience in co-creation and learning through play
- experience inclusive learning communities
- be a central part of Children's General Assembly
- shape the development of upcoming assemblies
- gain experience with facilitation in practice
- become a part of a cross-organisational network
- receive a certificate



To support facilitators and the participants in the workshop process, the partners have co-designed a range of official support materials, including:

The Facilitation Handbook

- ④ Participant Guide
- ④ Safeguarding Guide
- ④ Online Facilitation Guide
- ④ Notebook Guide
- ④ Evaluation Guide
- ④ Workshop Guide
 - Workshop flow
 - Scripts for the specific workshops
- ④ Co-creation tools

In addition to the Facilitation Handbook and the Children' General Assembly Handbook, even more materials and training support are created, including

- ④ 5 full days of Facilitator Training
- ④ Workshop presentations
- ④ Co-creation tools
- ④ Evaluation tools
- ④ Safeguarding tools
- ④ Facilitation props
- ④ Participant kit



EVALUATION

Evaluation of the workshops and the children's involvement

The purpose of the evaluation is twofold:

1. a formative purpose on learning to support the process and to adjust along with the workshops, ensuring the best processes for the children and facilitators
2. a summative and strategic purpose to evaluate the participants' overall experiences of the process and summit and to evaluate the general goals of the Children's General Assembly

This evaluation knowledge will be used for:

- 🕒 ongoing knowledge sharing to ensure learning and to adjust the process if necessary
- 🕒 learning and future organisation
- 🕒 communication purposes
- 🕒 recommendations for future processes
- 🕒 decision-making at the strategic level for commitment and partnership

Children's General Assembly 2021

The participants of the Children's General Assembly 2021 expressed their joy and satisfaction with the Children's General Assembly.

Overall, they expressed that they felt safe and had room to voice their perspectives and opinions. They highlighted that they through the Children's General Assembly felt heard, had new friends, and learned a lot. They especially pointed out that they learned to listening to and building on others' perspectives and they emphasized learning the importance of sharing one's own opinions. The participants experienced that everyone listened and respected each other and that they as children can make a difference.

Not only the children expressed their satisfaction with the Children's General Assembly. The parents and caretakers express that the process exceeded expectations. They praise the planning, dedication, and facilitation.



**Absolutely
marvelous. The
whole experience
was crafted in
such a great way
that we had a
good experience
delivering our views
and at the same time
making friends.**

Quote from a participant in Children's General Assembly 2021



Dedicated organisations in the Capital of Children

Read more on www.capitalofchildren.com

The LEGO Foundation

The **LEGO Foundation** wants to support an agenda where learning is naturally linked to a playful approach. Children have the best opportunities for learning and developing if they are allowed to create, be curious, and play. It is essential to growing these skills in a world characterized by rapid change, for the individual child as well as for society as a whole.



A key focus in **KIRKBI**'s real estate projects in Billund is to create vibrant places with a playful nerve, where children and adults can meet up to spend some good times together and get fun-filled experiences – just as the City Vision depicts. One example of this is the 'Playline', a creative path that interconnects the town, which **KIRKBI** contributes to.



Equal co-creation with children is the heart of the development organization **CoC Playful Minds**. CoC stands for Capital of Children, which is the vision to make Billund the Capital of Children - not just in Denmark, but for the entire world. CoC Playful Minds co-create with children new products, new forms of learning, and child-friendly urban spaces. Also, CoC Playful Minds brings together entrepreneurs, companies, and researcher in Playful Hub - an innovation environment for companies and start-ups within play and learning.



All children learn better when they are motivated, content - and having fun. However, life isn't always easy, stress-free, and playful for children with special needs. At **Drive**, we have a series of programs and projects for children with special needs. Some children suffer from school refusal others lack motivation or experience frustration at school or home. Through our programs, we offer guidance and support, develop problem-solving skills, and provide children with coping strategies to tackle their challenges.



Billund Airport provides easy access to and from the world with direct routes to over 90 destinations. We want Billund Airport to be an experience.



At **Lalandia**, children can explore a world of activities and play. There is a wide range of activities featuring everything from a waterpark, playland, and bowling to a climbing tower. But there are also quiet oases, such as in the goat pen with the cute petting goats. All experiences appeal to the children's senses and motor skills in different ways.



Play is the goal, in and of itself. In play, we grow and learn, and at **WOW PARK**, we celebrate play to stimulate creativity, curiosity, and community. We also value physical play and imaginative adventure in the great outdoors – ensuring that we never lose our childhood joy and passion. We wish to build and share a stronger connection with nature and to invite both children and adults to play together in the forest.



In **LEGOLAND**® we make a big deal out of playing all the time. And without limiting the play, the children can explore even the most crazy and silly ideas. We motivate them to be creative and we give them plenty of space to be so. No matter their stories, we are ready to help make their fantasies come to life. We truly believe that this creativity and drive, which we spark in the children, is an important lesson that the children will also benefit from in their adult lives.



Play supports children’s creative, social, cognitive, and emotional development. And with free, uninterrupted time for play, the effects of play continue into adulthood. Therefore, **LEGO**® House has a focus on precisely these learning skills, where children learn best.



The focus of the **LEGO Group** is to create fun, exciting, and creative play experiences for children around the world. Play is essential for children’s development. LEGO® products contribute to developing children’s creative, motor, and social competencies and many other skills. It also applies, of course, to children in Billund.



AVdesign is a production company based in Billund. Their agenda is to inspire creativity and learning through the visual arts and live streaming events. They specialize in content for children of all ages, from early learning to teacher training, creative play, fun and entertainment. They facilitate and celebrate creativity, along with the powers of children, helping creatives and teachers bring their visions to life.



At **ISB**, students work creatively, independently, and with a great deal of reflection on both the local community and their global responsibility.



Billund Municipality work with many different programs and projects that involve and collaborate with children. The urban development program Playline is one of them.



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