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21ST SYMPOSIUM OF THE EUROPEAN GROUP OF PEDIATRIC WORK PHYSIOLOGY

“Exercise and physical (in)activity in children with focus on the girl”

**Corsendonk Priory, Belgium
September 12–16, 2001**

Hosted by the Faculty of Medicine University Ghent
Department of Pediatrics
Department of Movement and Sport Sciences

In Collaboration with

Department of Pediatrics, University Antwerp
Faculty of Physical Education and Physiotherapy, University Leuven

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Wednesday, September 12

Rutenfranz Lecture
Anna FARKAS (Budapest, Hungary)
“What about girls?”

from a study of children (Freedson et. al, 2000 submitted). As expected, the data analysis from the child-specific cut-off points showed that both sexes engaged in significantly more ($p<0.01$) MVPA and fewer min ($p<0.01$) of light activities compared to results based on the adult cut-points. The data show that the cut-points used to determine activity intensity affect the estimates of youth physical activity. Cut-points based on data specific to children and youth should be used by researchers.

(17) Habitual Physical Activity Pattern of Pre-Pubescent Boys and Girls

V. Lopes, A. Miguel, T. Barbosa, P. Magalhães, Polytechnic Institute of Bragança, Portugal

The propose of this study is to identify the pattern physical activity of boys and girls during a week. The sample comprises 14 girls and 11 boys of 9.5 years of age. Physical activity was evaluated through the computer science and applications (CSA - 7164) activity monitor, during 4 days – two-week days (Monday and Friday), and during the weekend (Saturday and Sunday). The activity monitor was worn in wrist of the non-dominant arm. After de data collection it was calculated the mean of activity per min in each day. The repeated measures MANOVA was used to analysed the changes between day's activity, and the gender differences. The results indicated a significant main effects of days, meaning that the pattern of activity change over days. The differences occurred between the Friday and Saturday, and between Saturday and Sunday. In the weekend it was registered less physical activity than in weekdays in booth boys and girls. There's no significant main effect for gender, meaning that the physical activity of boys and girls are similar. Also there's no interaction between gender and days, meaning that the changes in activity pattern was similar for booth boys and girls.

(18) Sex and Maturity Effects on Children's Attitudes Towards Physical Activity

P. Hitchen, M.A. Jones, & G. Stratton, Centre for Physical Education, Sport and Dance, Liverpool John Moores University

Childhood is recognised as a time when attitudes are formed. Study of children's attitudes towards physical activity may help develop an understanding of activity participation and provide guidance for physical activity promotion. The aim of the current study was to investigate the effect of sex and biological maturity on children's attitudes towards physical activity. 313 children (boys $n=152$, girls $n=161$) volunteered to participate in a school based project (39.9% inclusion). All children completed a standardised validated inventory to identify attitude towards physical activity (CATPA). Sexual maturity was assessed using self-assessment of the stages of secondary sex characteristics during puberty. The CATPA inventory provides a score for seven sub-domains (social growth, social continuation, health and fitness, vertigo, aesthetic, catharsis and ascetic). A two-way analysis of variance was performed for each of the CATPA sub-domains to identify sex and maturity effects. Significance was set at $p<0.01$. Significant sex differences were identified for social growth ($F=9.72$), vertigo ($F=6.76$), aesthetic ($F=82.11$) and ascetic ($F=8.37$). Compared to boys, girls have a better attitude to activities that gives them a chance to meet new people and have aesthetic movements. On the other hand, boys have a better attitude towards activities that involve risk and hard training. Significant maturity differences were identified for vertigo ($F=28.85$), aesthetic ($F=22.23$) and ascetic ($F=10.41$). Both boys and girls developed improved attitudes