

HEALTHY & ACTIVE CHILDREN

lifespan motor development science & application



Calendario delle attività congressuali con traduzione simultanea

In rosso i titoli tradotti

Mercoledì 11 settembre

Simposio n. 1

Aula: Auditorio

Orario: 11.30-13.10

Cognitively engaging physical activity and cognitive functions in children and young adults

Attività fisica con impegno cognitivo: effetti sulle funzioni cognitive in bambini e adulti

Organizzatori: Caterina Pesce (1), Philip Tomporowski (2)

(1) Department of Human Movement and Health Sciences, University of Rome "Foro Italico", Rome, Italy; (2) Department of Kinesiology, University of Georgia, Athens, GA (USA)

Programma

1) Breaking up classroom sitting with cognitively challenging active breaks to improve children's cognition.

Interrompere il tempo in cui i bambini sono seduti in classe con pause attive ad impegno cognitivo per migliorare le funzioni cognitive del bambino

Mazzoli E (1), Salmon J (2), Teo WP (2), Pesce C (3), He J (4), Ben-Soussan TD (5), Barnett LM (1,2)

(1) School of Health and Social Development, Faculty of Health, Deakin University, Geelong, Australia; (2) Institute for Physical Activity and Nutrition, Faculty of Health, Deakin University, Geelong, Australia; (3) Department of Human Movement and Health Sciences, University of Rome "Foro Italico", Rome, Italy; (4) School of Psychology, Faculty of Health, Deakin University, Geelong, Australia; (5) Research Institute for Neuroscience, Education and Didactics, Cognitive Neurophysiology Laboratory, Patrizio Paoletti Foundation, Assisi, Italy

2) Learning by Moving: Effects of aerobic and cognitively engaging physical activity on cardiovascular fitness, motor skills and brain functioning: A cluster randomized controlled trial.

Imparare muovendosi: effetti di attività aerobiche e con impegno cognitivo sul benessere cardiovascolare, le capacità motorie e le funzioni cerebrali: uno studio controllato a gruppi randomizzati

Van der Fels IMJ (1), Hartman E (1), Bosker RJ (2), de Greeff JW (1), de Bruijn AGM (2), Meijer A (3), Oosterlaan J (3, 4), Renken RJ (5), Königs M (3, 4), Smith J (1), Visscher C (1)

(1) University of Groningen, University Medical Center Groningen, Center for Human Movement Sciences, Groningen, The Netherlands; (2) University of Groningen, Groningen Institute for Educational Research, Groningen, The Netherlands; (3) Vrije Universiteit Amsterdam, Faculty of Behavioural and Movement Sciences, Amsterdam, The Netherlands; (4) Emma Children's Hospital, Amsterdam UMC, University of Amsterdam, Emma Neuroscience Group, Amsterdam, The Netherlands; (5) University of Groningen, University Medical Center Groningen, Cognitive Neuroscience Center, Biomedical Sciences of Cells and Systems, Groningen, the Netherlands

3) Integrating physical activity in primary school students' English lessons.

Inserire l'attività fisica nelle lezioni di inglese nei bambini della scuola primaria

Mavilidi MF (1), Lubans DR (1), Morgan P (1), Eather N (1), Karayanidis F (2), Lonsdale C (3), Noetel M (3), Shaw K (4), Miller A (4), & Riley N (1)

(1) Priority Research Centre for Physical Activity and Nutrition, University of Newcastle, University Drive, 2308 Newcastle, Australia; (2) School of Psychology, Faculty of Science, University of Newcastle, University Drive, 2308 Newcastle, Australia; (3) Institute for Positive Psychology and Education, Faculty of Health Sciences, Australian Catholic University, 2060 North Sydney, Australia; (4) School of Education, Faculty of Education and Arts, University of Newcastle, Newcastle, Australia

4) Acute Exercise and Memory: The Role of Type and Timing.

Esercizio fisico acuto e memoria: valore del "come" e del "quando"

Tomporowski P

University of Georgia, Department of Kinesiology, Athens, GA (USA)

5) Cognitively engaging physical activity and cognitive performance: Is there a dose-response relationship?

Attività fisica con impegno cognitivo e prestazioni cognitive: esiste una relazione dose-risposta?

Schmidt M (1), Benzing, V (1), Bonadimann P (1), Martin-Niedecken, AL (2)

(1) Institute of Sports Science, University of Bern, Switzerland; (2) Subject Area Game Design, Department of Design, Zurich University of the Arts, Zurich, Switzerland

Simposio n. 5

Aula: Auditorio
Orario: 14.30-16.10

The importance of early motor intervention for learning and development
L'importanza di un intervento motorio precoce per favorire apprendimento e sviluppo

Organizzatore: Patrizia Tortella

Faculty of Educational Sciences, Free University of Bozen, Italy

Programma

1) *Story telling as motivating factor for motor task execution in pre-schoolers: age related differences in efficacy*

Raccontare una storia come fattore motivante per l'esecuzione di attività motorie in età prescolare: differenze di efficacia legate all'età

Patrizia Tortella (1,2), Guido Fumagalli (2,3)

(1) Faculty of Educational Sciences, Free University of Bozen, Italy; (2) Laboratorio 0246 - Ghirada-Treviso, Italy; (3) Department of Diagnostics & Public Health, University of Verona, Italy.

2) *Developmental cascades: how new motor skills create new opportunities for exploration and learning.*

Effetto "cascata" e sviluppo: come l'acquisizione di nuove competenze motorie crea opportunità di esplorazione e apprendimento

Monika Haga

Department of Teacher Education, Norwegian University of Science and Technology, Trondheim, Norway

3) *Gross motor skill development of US preschoolers: Developmental delay does not discriminate.*

Sviluppo di capacità grosso motorie dei bambini americani in età prescolare: il ritardo di sviluppo non discrimina.

Ali Brian (1), Adam Pennell (1), Sally Taunton (1), Angela Starrett (1), David Stodden (1), Candice Howard-Shaughnessy (2), Jacqueline D. Goodway (3), Danielle Wadsworth (4), Mary Rudisill (4).

(1) University of South Carolina, (2) Troy University, (3) The Ohio State University, (4) Auburn University.

4) *Baby swimming: exploring the effects of early intervention on subsequent motor abilities*

Il nuoto nell'infanzia: analisi degli effetti di interventi nei primi mesi di vita sulle future abilità motorie

Hermundur Sigmundsson

Department of Psychology, Norwegian University of Science and Technology, Trondheim, Norway

Presentazioni orali libere

Aula: Auditorio
Orario: 16.20-17.20

Sessione: Motor development in relation to perceived motor competence

SESSIONE: Sviluppo motorio e percezione di competenza motoria

Coordinatori: L. BARNETT + P. TORTELLA

1) # 652 What factors are associated with young children's perceived motor competence profiles?

Quali fattori si associano ai diversi profili di percezione di competenza motoria?

Niemistö, Donna (1), Barnett, Lisa M. (2), Cantell, Marja (3), Finni, Taija (1), Korhonen, Elisa (1), Sääkslahti, Arja (1)

(1) Faculty of Sport and Health Sciences, University of Jyväskylä, Finland; (2) Institute for Physical Activity and Nutrition, School of Health and Social Development, Deakin University, Burwood, Australia; (3) Faculty of Behavioural and Social Sciences, University of Groningen, the Netherlands

2) # 660 A longitudinal examination of the accuracy of perceived physical competence in middle childhood

Studio longitudinale sull'accuratezza della percezione di competenza motoria nei bambini

Field, Stephanie C. (1), Crane, Jeff R. (2), Naylor, Patti-Jean (1), Temple, Vivienne A. (1)

(1) School of Exercise Science, Physical and Health Education, University of Victoria, Canada; (2) School of Human Kinetics and Recreation, Memorial University of Newfoundland, Canada

3) # 701 Relationship and difference between actual and perceived water competence by the child and its parents

Relazioni tra la percezione e il reale livello di competenza nei bambini e nei loro genitori

van der Linden, Eline, Buelens, Lise, Stainier, Julie, D'Hondt, Eva, De Martelaer, Kristine
Departement of Movement and Sports Sciences, Vrije Universiteit Brussel, Belgium |

4) # 702 Trends in the evolution of children's actual motor competence and its association with the perception of children's motor competence (by the child, parent or teacher): a three-year follow-up study
Evoluzione del livello di competenza realmente acquisita dal bambino e relazione con il livello di percezione da parte del bambino stesso, dei genitori o insegnanti: uno studio longitudinale di tre anni

Isaac Estevan(1), Javier Molina-García(1), Steven J. Bowe(2)(3), & Lisa M. Barnett(3)(4)

(1) AFIPS Research Group. Department of Teaching of Music, Visual and Corporal Expression. University of Valencia, Spain; (2) Deakin Biostatistics Unit. Faculty of Health, Deakin University, Australia; (3) School of Health and Social Development, Deakin University, Australia; (4) IPAN, Institute of Physical Activity and Nutrition, School of Health and Social Development. Deakin University, Australia.

5) # 750 Associations between parental reports and actual basic motor competencies of primary school children

Relazioni tra i livelli di competenza motoria di base dei bambini della scuola primaria e quanto riferito dai genitori

Ennigkeit, Fabienne (1), Czogalla, Jasmin (1, 2), Heim, Christopher (1), Herrmann, Christian (3)

(1) Institute for Sports Sciences, Goethe University Frankfurt, Germany; (2) Sportkreis Frankfurt; (3) Department of Sport, Exercise and Health, University of Basel, Switzerland

Lettura Magistrale

Aula: Auditorio

Orario: 17.30-18.30

Positive trajectories of motor competence and physical activity for cognition and cardiometabolic health

Evoluzione temporale dei livelli di attività e competenza motorie: significato per le capacità cognitive e la salute

Eero Haapala

Faculty of Sport and Health Sciences, University of Jyväskylä, Jyväskylä, Finland

Giovedì 12 settembre

Dimostrazione teorico-pratica di attività con bambini di 5 anni delle scuole di Verona

Aula: sala Bouvette

Orario: 8.30-12.00

Fiabe in movimento

Organizzazione: Patrizia Tortella

Libera Università di Bolzano

Attività in lingua inglese con materiale scritto in italiano

Simposio n. 10

Aula: Auditorio

Orario: 9.00-10.40

Towards a better understanding of the motor-cognition link in typically developing children

Per una migliore comprensione del legame esistente tra movimento e capacità cognitive nei bambini durante lo sviluppo

Organizzatori: M. Maurer (1), E. Hartman (2)

(1) Clinical Neuroscience Bern, Department of Developmental Psychology, University of Bern, Bern, Switzerland; (2) Center of Human Movement Sciences, University Medical Centre Groningen, University of Groningen, Groningen, The Netherlands

Programma

1) *Motor Performance and Executive Functioning: Stability and Prediction During Early Childhood.*
Prestazioni motorie e stabilità e livelli attesi di funzioni cognitive nella prima infanzia

Suzanne Houwen, Gerda van der Veer, Erica Kamphorst, Marja Cantell

University of Groningen, Faculty of Behavioural and Social Sciences, Special Needs Education and Youth Care Unit, Groningen, The Netherlands

2) *Easy and Difficult Motor Tasks are Differentially Related to Executive Functions in Healthy 5- to 6-Year-Olds*

Compiti facili e compiti difficili: differenza negli effetti sulle funzioni esecutive in bambini di 5-6 anni

Michelle Maurer & Claudia M. Roebers

Clinical Neuroscience Bern, Department of Developmental Psychology, University of Bern, Bern, Switzerland

3) *Motor Coordination and Executive Functions: Hints for a Developmental Differentiation? A Comparison of 6- and 10-Year-Olds*

Coordinazione motoria e funzioni esecutive: indicazioni di differenziazione nel corso dello sviluppo? Analisi comparative tra bambini di 6 e 10 anni

Claudia M. Roebers, Nicole Oberer, & Laura Dapp

Clinical Neuroscience Bern, Department of Developmental Psychology, University of Bern, Bern, Switzerland

4) *Learning by Moving: Effects of Aerobic and Cognitively-Engaging Physical Activity on Cognitive Functions With a Cluster RCT*

Imparare muovendosi: effetti di attività fisiche aerobiche e impegnative dal punto di vista cognitivo sulle funzioni cognitive. Uno studio di gruppo-controllo randomizzato

E. Hartman (1), A. Meijer (2), I.M.J. van der Fels (1), M. Königs (2,3), C. Visscher (1), R.J. Bosker (4), J. Oosterlaan (2,3)

(1)Center of Human Movement Sciences, University Medical Centre Groningen, University of Groningen, Groningen, The Netherlands; (2) Faculty of Behavioral and Movement Sciences, Vrije Universiteit Amsterdam, Amsterdam, The Netherlands; (3) Emma Children's Hospital, Amsterdam UMC, University of Amsterdam, Emma

5) *Motor Proficiency, Creativity and Cognition: Does a History of Enrichment in Primary Physical Education Matter?*

Capacità motorie, creatività e funzioni cognitive: è importante un potenziamento dell'educazione fisica nella scuola primaria?

Antonio De Fano (1), Rosalba Marchetti (2), Caterina Peisino (3), Tal Dotan Ben-Soussan (1,4), Giancarlo Condello (5), Caterina Pesce (6)

(1) Research Institute for Neuroscience, Education and Didactics, Patrizio Paoletti Foundation for Development and Communication, Assisi, Italy; (2) High-School "Malpighi", Italian Ministry of Education, Rome, Italy; (3) "Village" Amateur Sports Club, Alba, Italy; (4) The Leslie and Susan Gonda (Goldschmied) Multidisciplinary Brain Research Center, Bar-Ilan University, Ramat-Gan, Israel; (5) Graduate Institute of Sports Training, University of Taipei, Taipei, Taiwan; (6) Department of Movement, Human and Health Sciences, University of Rome "Foro Italico", Rome, Italy

Presentazioni Orali libere

Aula: Auditorio

Orario: 11.00-12.00

Session: Cognition and PE

Sessione: Funzioni cognitive ed Educazione Fisica

Organizzatore: N GETCHEL

1) # 602 The effect of visual impairment on kinesthetic motor imagery in children and adolescents

L'effetto della menomazione visiva sulle immagini motorie cinestetiche nei bambini e negli adolescenti

Schott, Nadja (1) Beach, Pamela (2) Knoepfle, Insa (1), Neuberger, Verena (1)

(1) Department of Sport & Exercise Science, University of Stuttgart, Germany, (2) Department of Kinesiology, Sport Studies, and Physical Education, The College at Brockport, State University of New York, USA

2) # 739 Development of speed perception in the optic flow field

Sviluppo della percezione di velocità nella visione del movimento

Stefania Rasulo, Audrey van der Meer, Ruud van der Weel

Department of Psychology, Norwegian University of Science and Technology, Trondheim, Norway |

3) # 753 Moving hands, running feet: the motor side of cognitive control in childhood

Mani in movimento, piedi che corrono: il lato motorio del controllo cognitivo nell'infanzia

Girelli Luisa (1), Ciufoletti Roberto(2), Conti Stelio (2), Rinaldi Luca (1)

(1) Department of Psychology, University of Milano-Bicocca, Italy; (2) OPES, Organizzazione per l'Educazione e lo Sport, Rome, Italy

4) # 649 Cognitive planning and motor performance in children with and without developmental coordination disorder

Pianificazione cognitiva e prestazioni motorie in bambini con e senza disturbo della coordinazione dello sviluppo

Koutsouki Dimitra, Asonitou Katerina, Charitou, Sophia

Laboratory of Adapted Physical Activity/ Developmental & Physical Disabilities, School of Physical Education & Sport Science, National and Kapodistrian University of Athens, Greece

5) # 714 Physical education and subsequent on-task behaviour in the primary school classroom

Educazione fisica e successivo comportamento nei compiti nella scuola primaria

Heemskerk Christina H

Department of Education, University of Oxford, United Kingdom

LETTURA MAGISTRALE

Aula: Auditorio

Orario: 12.10-13.10

Precursors of rational reasoning processes in an infant's mind

Eventi iniziali di ragionamento razionale nella mente dei bambini nei primi mesi di vita

Luca Bonatti

ICREA, Universitat Pompeu Fabra, Barcelona, Spain and University Ca' Foscari, Venice, Italy.

Simposio n. 12

Aula: Auditorio
Orario: 14.30-15.30

Basic Motor Competencies in Europe (BMC-EU) Competenze motorie di base in Europa

Organizzatori: Erin Gerlach (1), Christian Herrmann (2)

(1), Division of Educational Sciences, University of Potsdam, Germany; (2) Department of Sport, Exercise and Health, University of Basel, Switzerland

Programma

1) *Basic Motor Competencies in Europe (BMC-EU): Conceptual Framework*

Competenze motorie di base in Europa (BMC-EU): inquadramento concettuale

Erin Gerlach & Jeffrey Sallen

Division of Educational Sciences, University of Potsdam, Germany

2) *Assessment and Monitoring of Basic Motor Competencies in Europe (BMC-EU)*

Misurazione e monitoraggio delle competenze motorie di base in Europa (BMC-EU)

Christian Herrmann (1), Harald Seelig¹, Marina Wälti¹ & Erin Gerlach (2)

(1) Department of Sport, Exercise and Health, University of Basel, Switzerland; (2) Division of Educational Sciences, University of Potsdam, Germany

3) *Basic Motor Competencies in Europe (BMC-EU): Modular support-toolkit for teachers*

Competenze motorie di base in Europa (BMC-EU): strumento modulare di aiuto per gli insegnanti

Claude Scheuer & Andreas Bund

Institution of Applied Educational Sciences, University of Luxembourg, Luxembourg

LETTURA MAGISTRALE

Aula: Auditorio

Orario: 17.30-18.30

Motor Skill Development and Physical Activity: A Social Psychological Perspective

Sviluppo di capacità motorie e attività fisica: una prospettiva socio-psicologica

Maureen Weiss

School of Kinesiology and Institute of Child Development, University of Minnesota, Twin Cities, MN, USA

Venerdì 13 settembre

Dimostrazione teorico-pratica di attività con bambini di 5 anni delle scuole di Verona

Aula: sala Bouvette

Orario: 8.30-12.00

Animal fun

Organizzazione: Sue McLaren

Curtin University Australia

Simposio n. 16

Aula: Auditorio

Orario: 9.00-10.40

Physical activity and movement behaviour guidelines in children: what are we missing with a focus on quantity and duration?

Linee guida per l'attività fisica e il comportamento motorio nei bambini: cosa ci sfugge a proposito di quantità e durata?

Symposium chair: Greet Cardon

Department of Movement and Sports Sciences, Ghent University, Belgium

Programma

1) Development of the UK 24-Hour Movement Guidelines for children under the age of 5 years

Sviluppo delle linee guida UK per il movimento giornaliero per i bambini di età inferiore ai 5 anni

Anne Martin (1), Xanne Janssen (2), Adrienne R Hughes (2), Kathryn Hesketh (3), Catherine Hill (4), Ruth Kipping (5), Catherine Draper (6), Sonia Livingstone (7), Anthony D Okely (8), and John J Reilly (2)

(1) MRC/CSO Social and Public Health Sciences Unit, Institute for Health and Wellbeing, University of Glasgow UK; (2) Physical Activity and Health Group, School of Psychological Sciences and Health, University of Strathclyde Glasgow, UK; (3) Institute of Child Health, University College London Great Ormond Street, UK; (4) School of Medicine, University of Southampton, UK; (5) Bristol Medical School, University of Bristol, UK; (6) Developmental Pathways for Health Research Unit, University of The Witwatersrand, South Africa; (7) Department of Media and Communications, The London School of Economics and Political Science, UK; (8) Early Start Research Institute, University of Wollongong, Australia,

2) Compliance with 24-Hour Movement Behaviour Guidelines among Belgian Pre-School Children: The ToyBox-Study

Adesione alle linee guida sul comportamento motorio giornaliero da parte dei bambini belgi della scuola dell'infanzia: lo studio ToyBoy

Marieke De Craemer (1), Duncan McGregor (2), Odysseas Androutsos (3), Yannis Manios (3), and Greet Cardon (1)

(1) Department of Movement and Sports Sciences, Ghent University, Ghent, Belgium; (2) Department of Health and Community Sciences, Glasgow Caledonian University, Glasgow, UK; (3) Department of Nutrition and Dietetics, School of Health Sciences & Education, Harokopio University, Athens, Greece

3) We know it is not just about quantity, so how do we advocate for movement quality in physical activity guidelines?

Sappiamo che non è un problema di sola quantità; quindi perché non si parla di qualità del movimento nelle varie linee guida?

Lisa M Barnett (1), Kelly Mackintosh (2)

(1) Institute of Physical Activity and Nutrition, Deakin University, Melbourne, Australia; (2) Applied Sports Science, Technology, Exercise and Medicine Research Centre, Swansea University, Swansea, Wales, UK

4) *Are skilled children more physically active than their less skilled peers?*

I bambini fisicamente più attivi sono più abili dei loro compagni meno attivi?

An De Meester (1), David Stodden (2), Megan Irwin (2), Ryan Sacko (3), Leen Haerens (1)

(1) Department of Movement and Sports Sciences, Ghent University, Ghent, Belgium; (2) Department of Physical Education and Athletic Training, University of South Carolina, Columbia, SC, USA; (3) Department of Health and Human Performance, The Citadel, USA.

Presentazioni Orali libere

Aula: Auditorio

Orario: 11.00-12.00

Session: Physical Activity and Sport: investigating & promoting PA and sport

Coordinatori: A. SÄÄKSLAHTI e M. VENTURELLI

1) # 626 Is screen-time a threat for young children's physical activity?

Il tempo davanti ad uno schermo è una minaccia per l'attività fisica dei bambini?

Venetsanou F. (1), Kambas A. (2),ourgoulis V (2), Yannakoulia M. (3)

(1)School of Physical Education & Sport Science, National & Kapodistrian University of

Athens, Greece, (2)School of Physical Education & Sport Science, Democritus University of Thrace, Greece, (3) Department of Nutrition and Dietetics, Harokopio University, Greece

2) # 695 Construct validity and reliability of a physical activity parenting questionnaire for children

Validità e affidabilità di un questionario rivolto ai genitori in merito all'attività fisica dei figli

Laukkanen A. (1), Aunola K. (2), Korhonen E. (1), Sääkslahti A. (1)

(1) Faculty of Sport and Health Sciences, and (2) Department of Psychology, University of Jyväskylä, Finland

3) # 703 How physical education teachers' controlling behaviour is related to objectively measured leisure-time physical activity in adolescents

In che modo il comportamento di controllo degli insegnanti di educazione fisica è correlato ad una misurazione oggettiva all'attività fisica del tempo libero degli adolescenti

Koka A., Tilga H., Tilga-Kalajas H., Hein V., Raudsepp L.

Institute of Sport Sciences and Physiotherapy, University of Tartu, Estonia

4) # 708 Objective and parent-reported physical activity in 3-year-old finnish and australian children

Attività fisica oggettiva e segnalata dai genitori in bambini finlandesi e australiani di 3 anni Soini A (1), Watt A.

(2), Laukkanen A. (3), Soini M. (3), Sääkslahti A. (3), Poskiparta M. (3)

(1) Department of Education, University of Jyväskylä, Finland; (2) College of Arts and Education, Victoria University, Australia; (3) Faculty of Sport and Health Sciences, University of Jyväskylä, Finland

5) # 728 Differences in physical activity among children with physically active and inactive parents

Differenze nell'attività fisica tra bambini con genitori fisicamente attivi e inattivi

Eckelt M. (1), Hutmacher D. (2), Steffgen G. (2), Bund A. (1)

(1) Institute of Applied Educational Sciences and (2) Institute of Applied Educational Sciences, University of Luxembourg, Luxembourg

LETTURA MAGISTRALE

Aula: Auditorio

Orario: 12.10-13.10

What is fundamental about the fundamental motor skills?

Quali sono le fondamenta delle capacità motorie fondamentali?

Karl Newell

Department of Kinesiology College of Education University of Georgia, Athens, GE, USA

Simposio n. 19

Aula: Auditorio

Orario: 13.00-15.40

It Begins with Movement: A Developmental Perspective on Promoting Children's Health and Well-Being

Comincia con il movimento: Una prospettiva di sviluppo per la promozione della salute e del benessere dei bambini

Symposium chair: David Stodden

Department of Physical Education, College of Education, University of South Carolina, Columbia, SC, USA

Programma

1) *The cascading effects of early childhood and adolescent motor competence on later physical, cognitive, and social-emotional adjustment*

Gli effetti a cascata delle competenze motorie nei bambini e negli adolescenti sul successivo sviluppo fisico, cognitivo e socio-emozionale

Nicole Zarrett, Stephen Taylor

Department of Psychology, University of South Carolina, Columbia, SC, USA

2) *Physical activity, motor competence and cognition during development: Broadening the synthesis of evidence and background theory*

Attività fisica, competenza motorie e funzioni cognitive durante lo sviluppo: evidenze e teoria di fondo

Caterina Pesce (1), Phillip D. Tomporowski (2)

(1) Department of Movement, Human and Health Sciences, University of Rome "Foro Italico", Rome, Italy; (2) Department of Kinesiology, University of Georgia, Athens, GA (USA)

3) *Exploring the link across gross motor, social-emotional, and executive function skills within gross motor interventions for preschool children in the US*

Esplorare il legame tra capacità grosso-motorie, socio-emozione e livelli di funzioni esecutive nel corso di interventi di attività grosso-motoria condotte con bambini in età prescolare negli USA

Ali Brian (1), Sally Taunton (1), Kelly Lynn Mulvey (2).

(1) Department of Physical Education, College of Education, University of South Carolina, Columbia, SC, USA; (2) Department of Psychology, North Carolina State University, Raleigh, NC, USA

4) *Moving Child, Adolescent and School Mental Health to a more Holistic Approach*

Verso un approccio più olistico per l'analisi della salute mentale del bambino e dell'adolescente a scuola

Mark D. Weist

Department of Psychology, University of South Carolina, Columbia, SC, USA

LETTURA MAGISTRALE

Aula: Auditorio

Orario: 17.30-18.30

Assessing Motor Competence, Physical Activity, and Fitness as Proxy Measures of Health: Project APLUS

Misurare le competenze motorie, l'attività fisica e il fitness come indicatori di salute: il progetto APLUS

Darla Castelli

Department of Kinesiology and Health Education, University of Texas at Austin, Austin, TX, USA.

Sabato 14 settembre

Simposio n. 23

Aula: Auditorio

Orario: 9.00-10.40

Outdoor challenging play: adult representations and children practice

Gioco sfidante all'aperto: rappresentazioni degli adulti e pratica dei bambini

Symposium chair: Boris Jidovtseff (1), Ingunn Fjørtoft (2)

(1) Department of Sport and Rehabilitation Sciences, University of Liège, Belgium; (2) Department of Sports, Physical Education and Outdoor Studies. Campus Notodden (N-116) University of South Eastern Norway, Nottoden, Norway

Programma

1) *Learning landscapes: Promoting motor learning through the materiality and contexts of challenging landscapes*

Luoghi per apprendere: la promozione dell'apprendimento motorio attraverso ambienti fisici

Ingunn Fjørtoft

Department of Sports, Physical Education and Outdoor Studies. Campus Notodden (N-116) University of South Eastern Norway, Nottoden, Norway

2) *Perception of the investment of outdoor space by children and young people and risks related to it. Analysis of representations of parents and professionals.*

Percezione dell'investimento dello spazio esterno da parte di bambini e giovani e dei rischi ad esso correlati. Analisi delle rappresentazioni di genitori e professionisti

Vidal Andora, Jidovtseff Boris

Research Unit on Childhood, Department of Sport and Rehabilitation Sciences, Liège University, Belgium

3) *Preschool children's types of physical activity during free play while outdoors in different seasons of the year*

Attività fisica dei bambini in età prescolare durante il gioco libero all'aperto in diverse stagioni dell'anno

Iivonen, S. (1), Niemistö, D. (2), Iitkonen, J. (2), Sääkslahti, A. (2)

(1) School of Applied Educational Science and Teacher Education, University of Eastern Finland, Kuopio, Finland; (2): Department of Sport Sciences, University of Jyväskylä, Jyväskylä, Finland

4) *The design and implementation of the "sound world" cognition-oriented outdoor program in chinese kindergartens*

La progettazione e la realizzazione del programma outdoor "mondo del suono" orientato alla cognizione negli asili cinesi.

Jinxia Dong, Yijing Zhong

Department of Physical Education, Peking University, Beijing, China

5) *PLAYGROUND PRIMO SPORT 0246: structured activity and not free play improves motor skills, physical activity and executive functions in 5 years old children.*

Parco giochi PRIMO SPORT 0246: l'attività strutturata e non il gioco libero migliora le skills motorie, attività fisica e funzioni esecutive in bambini di 5 anni.

Patrizia Tortella (1,2), Guido Fumagalli (2,3)

(1) Faculty of Educational Sciences, Free University of Bozen, Italy; (2) Laboratorio 0246 - Ghirada-Treviso, Italy; (3) Department of Diagnostics & Public Health, University of Verona, Italy.

6) *Fundamental Motor Skill Development Strategies in Outdoor Settings Using Minimal Instruction*

Strategie fondamentali di sviluppo delle abilità motorie in ambienti esterni con istruzioni minime

Wirth, C. W.(1), Vinci, D. M. (1), & Venezia, A. P. (2)

(1) University of West Florida, Department of Movement Sciences & Health, Pensacola, FL, USA; (2) Auburn University, School of Kinesiology, Auburn, AL, USA

Round Table

The Scientific Committee of the Congress strongly believes that our research efforts gain value and significance when the results are translated in daily good practices to promote the health and the quality of life of the children. For this reason we are organizing the round table:

Il Comitato Scientifico del Congresso è fermamente convinto che i nostri sforzi di ricerca acquistano valore e significato quando i risultati vengono tradotti in buone pratiche quotidiane per promuovere la salute e la qualità della vita dei bambini. Per questo motivo stiamo organizzando la tavola rotonda:

Promotion of physical education in school, sport and life.

Promozione dell'educazione fisica nella scuola, nello sport e nella vita

Saturday 14th of September

11.00-13.30

Auditorium Gran Guardia

The participants will present experiences from different Countries, cultures and perspective and discuss how to promote research- and evidence-based practices among the different population of the world.

I partecipanti presenteranno esperienze provenienti da diversi Paesi, culture e prospettive e discuteranno su come promuovere pratiche basate sulla ricerca e sull'evidenza tra le diverse popolazioni del mondo.

Organizers:

Arja Sääkslahti, PhD, Faculty of Sport and Health Sciences, University of Jyväskylä, Jyväskylä, Finland

Jacqueline D. Goodway, PhD, Department of Human Sciences at The Ohio State University, Columbus, Ohio, USA

Discussants

- Dr. Päivi Aalto-Nevalainen, Senior Advisor, Ministry of Education and Culture, Finland
Physical education in Finland from toddlers to adults: a coordinated scientific effort

L'educazione fisica in Finlandia dai più piccoli agli adulti: uno sforzo scientifico coordinato

- Prof. Uwe Pühse, Director of the Department of Sport, Exercise and Health, University of Basel, CH
The "KaziBantu project": a school-based health intervention programme in marginalized neighbourhoods of Port Elizabeth, South Africa

Il "Progetto KaziBantu": un programma di intervento sanitario scolastico nei quartieri emarginati di Port Elizabeth, Sud Africa.

- Marc Cloes - President of AIESEP (Association Internationale des Écoles Supérieures d'Éducation Physique)

The role of research association for the cultural and scientific promotion of Physical Education

I ruoli delle associazioni di ricerca per la promozione culturale e scientifica dell'Educazione Fisica

- Jacqueline D. Goodway, PhD, Department of Human Sciences at The Ohio State University, Columbus, Ohio, USA

The SKIP (Successful Kinaesthetic Instruction for Preschoolers) programme: an evidence-based educational approach applied in schools of different and distant countries

Il programma SKIP (Successful Kinaesthetic Instruction for Preschoolers): un approccio educativo basato sull'evidenza applicato in scuole di paesi diversi e lontani.

- Guido Fumagalli, University of Verona and ASD Laboratorio 0246, Treviso, Italy

Private associations and the promotion of physical activity: the example of Laboratorio 0246.

Associazioni private e promozione dell'attività fisica: l'esempio di Laboratorio 0246.

- Italian Political/Economical representative to be confirmed

Present and future plans for promotion of the Italian children motor development

Piani presenti e futuri per la promozione dello sviluppo motorio infantile italiano

Topic area: Development

Time: Saturday 14, 14.30 – 16.10

Location: Auditorium

What are the modifiable factors that can assist children from infancy to school age to develop motor competence?

Quali sono i fattori modificabili che possono aiutare i bambini dall'infanzia all'età scolare a sviluppare le competenze motorie?

Symposium chair: Lisa Barnett

Institute of Physical Activity and Nutrition, Deakin University, Australia

Programme

- 1) *Early caregiving experiences, positioning, handling and motor play contribute to motor competence in healthy term infants.*

Le prime esperienze di assistenza, il posizionamento, la manipolazione e il gioco motorio contribuiscono alla competenza motoria nei neonati sani, nati a termine.

Beaton H.E. (1), Travlos V. (1), Hands B. (2)

(1) The School of Physiotherapy, The University of Notre Dame Australia, Fremantle, Australia; (2) The Institute for Health Research, The University of Notre Dame Australia, Fremantle, Australia.

- 2) *Does screen time behavior effect gross motor development in toddlers?*

Il tempo trascorso al video influisce sullo sviluppo di competenze motorie nei bambini?

Sanne LC Veldman (1,2), Rute Santos (1,3), Rachel A Jones (1), Anthony D Okely (1)

(1) Early Start Research Institute, University of Wollongong, Australia; (2) Department of Public and Occupational Health and Amsterdam Public Health Research Institute, VU University Medical Center, Amsterdam, The Netherlands; (3) Research Centre in Physical Activity, Health and Leisure, University of Porto, Portugal

- 3) *The way mums and dads play with their preschool children makes a difference to their gross motor competence*

Il modo in cui mamme e papà giocano con i loro figli in età prescolare è diverso in funzione delle competenze motorie dei bambini?

Linda Saraiva (1), Rita Cordovil (2)

(1) Escola Superior de Educação, Instituto Politécnico de Viana do Castelo; CIEC, UM, Portugal; (2) CIPER, Faculdade de Motricidade Humana, Universidade de Lisboa, Portugal

4) *Early experiences matters!*

Le prime esperienze sono importanti!

Arja Sääkslahti, Donna Niemistö and Arto Laukkanen

Faculty of Sport and Health Sciences, University of Jyväskylä, Jyväskylä, Finland

5) *How can parents ensure their child will develop the fundamental movement skill needed to be physically active?*

Come possono i genitori garantire che i loro figli sviluppino le abilità fondamentali di movimento necessarie per essere fisicamente attivi?

Lisa M Barnett (1), Jill A Hnatiuk (2), Jo Salmon (2), Kylie D Hesketh (2).

(1) Institute of Physical Activity and Nutrition, School of Health and Social Development, Deakin University, Geelong, VIC, Australia;

(2) Institute for Physical Activity and Nutrition, School of Exercise and Nutrition Sciences, Deakin University, Geelong, VIC, Australia.

Plenary lecture

Time: Saturday 14, 16.20-17.20

Auditorium

Building a sport system that promotes the athletic and personal development of children

Costruire un sistema sportivo che promuova lo sviluppo atletico e personale dei bambini

Jean Coté

School of Kinesiology and Health Studies, Queen's University, Kingston, Canada

Time: Saturday 14, 17.30 – 18.30

Location: Auditorium

Past, present and future of motor development research and application

Passato, presente e futuro della ricerca sullo sviluppo motorio e applicazioni

Multiple speakers

Time: Saturday 14, 18.30 – 18.45

Location: Auditorium

Consegna premi migliori posters e chiusura del congresso

G Fumagalli, A. Sääkslahti David Stodden