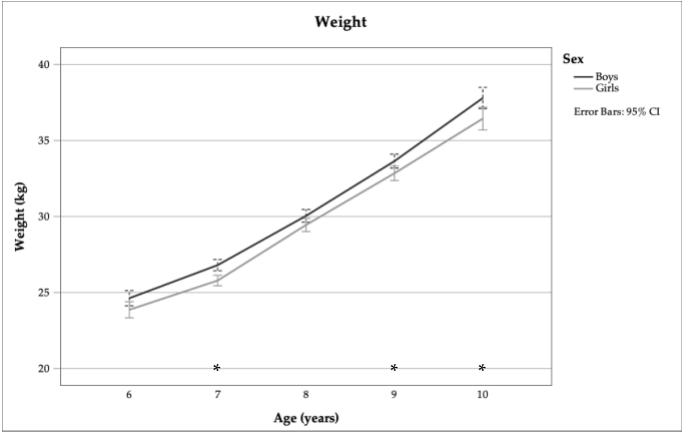
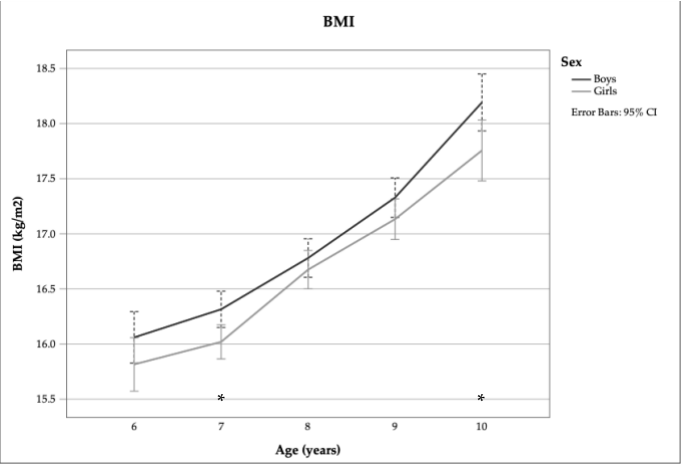


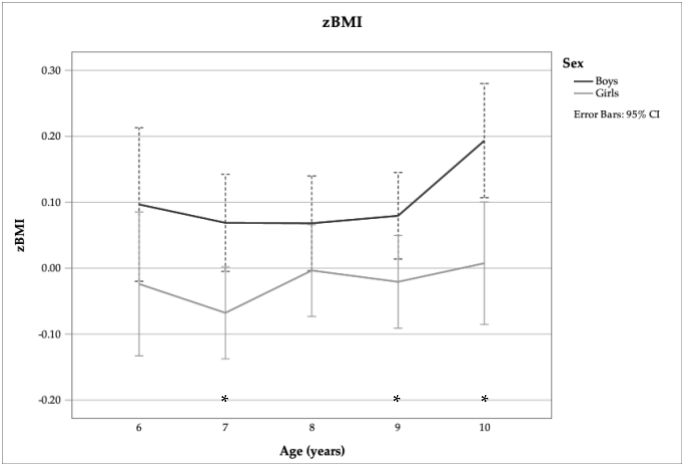
(a)



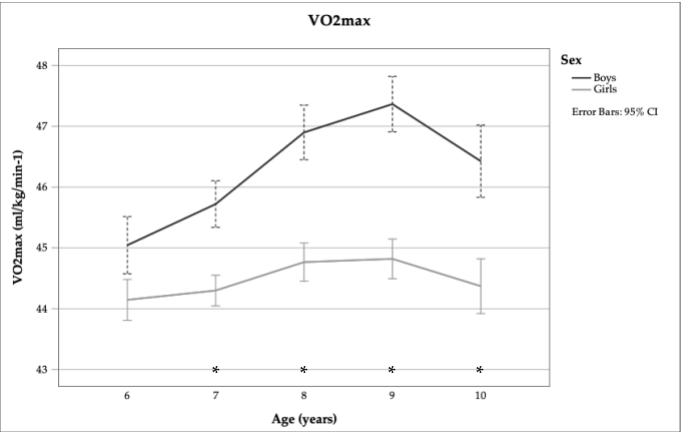
(b)



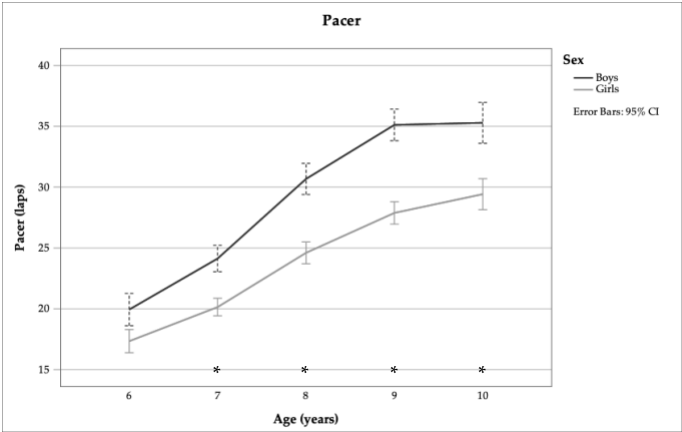
(c)



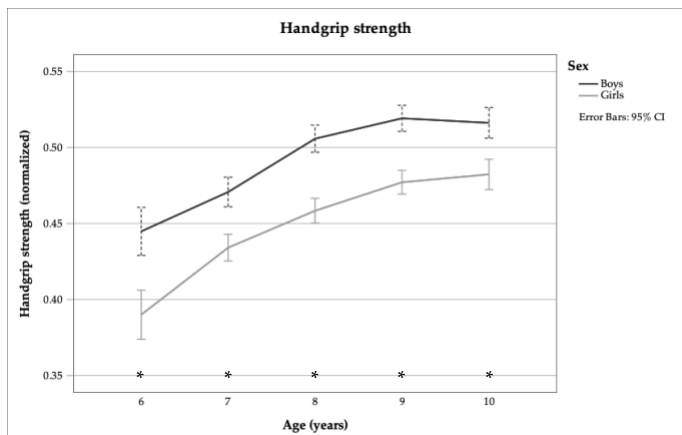
(d)



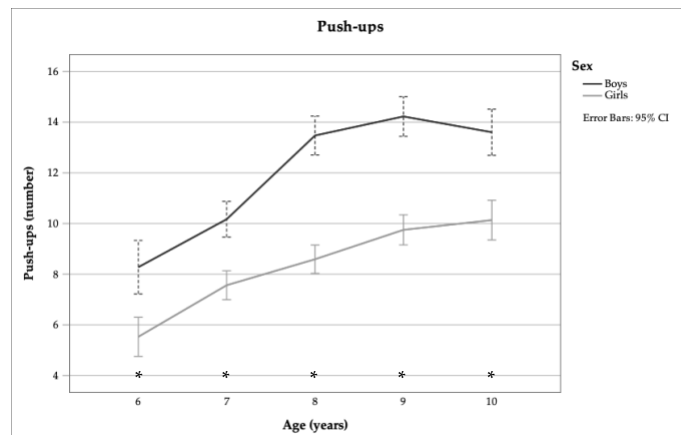
(e)



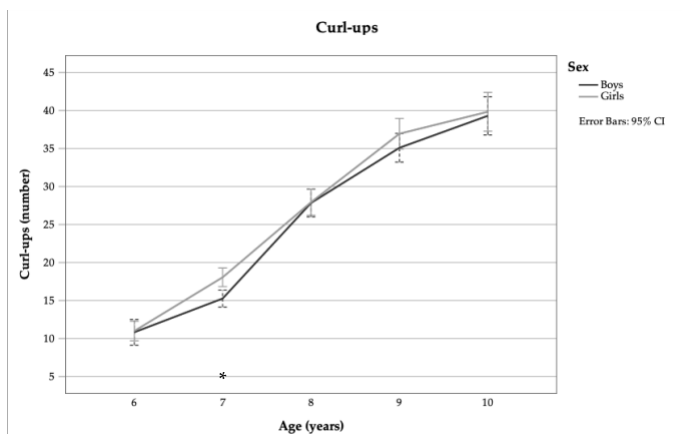
(f)



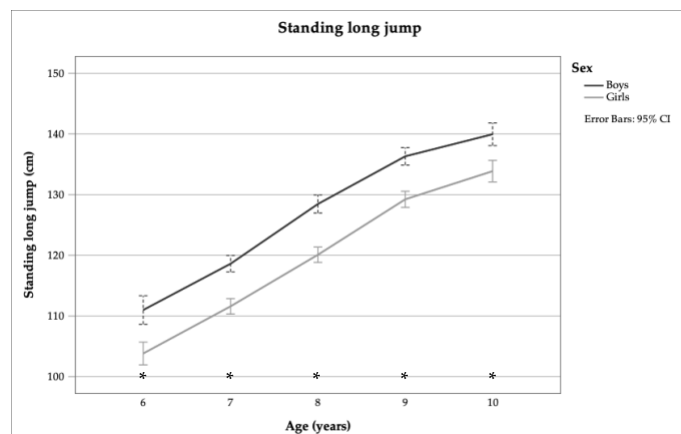
(g)



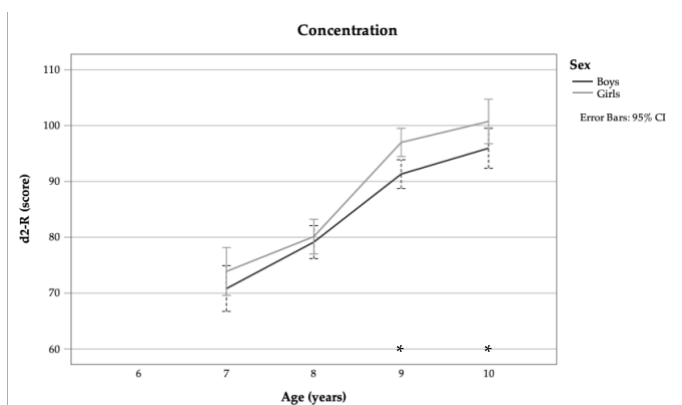
(h)



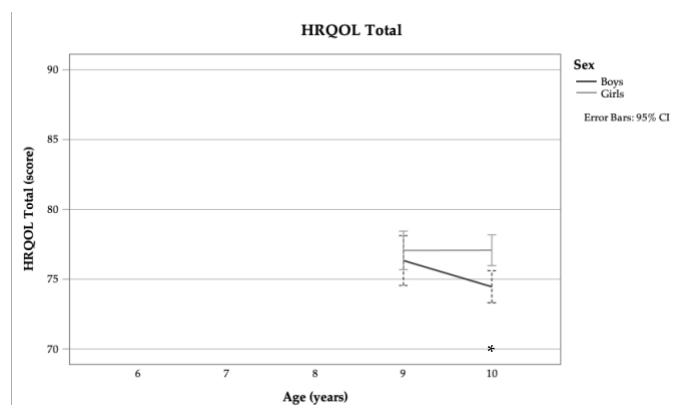
(i)



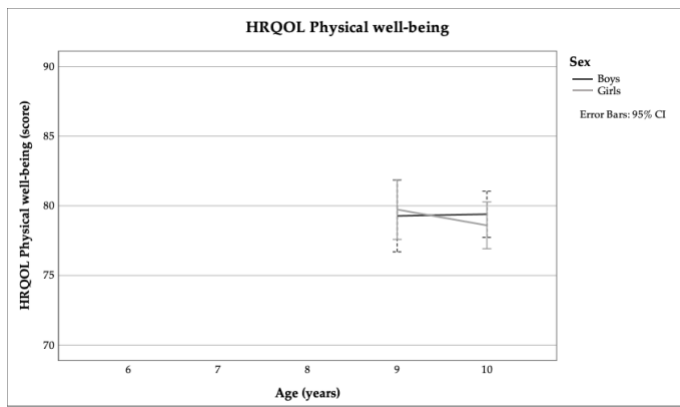
(j)



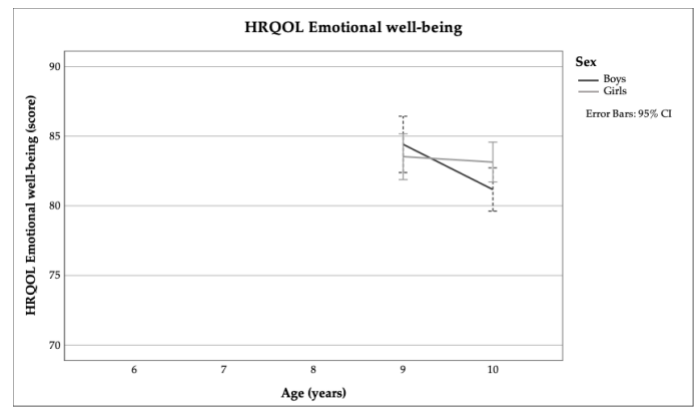
(k)



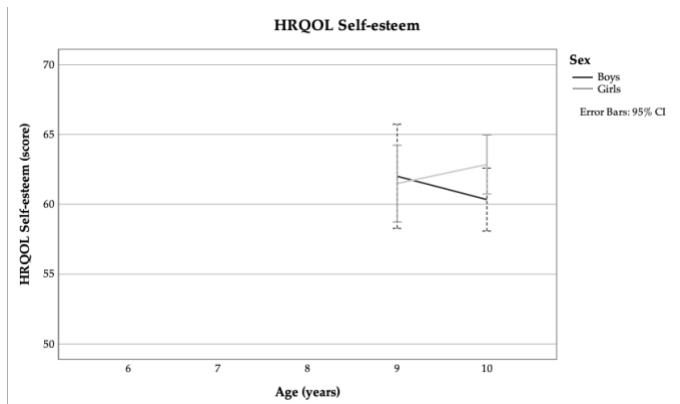
(l)



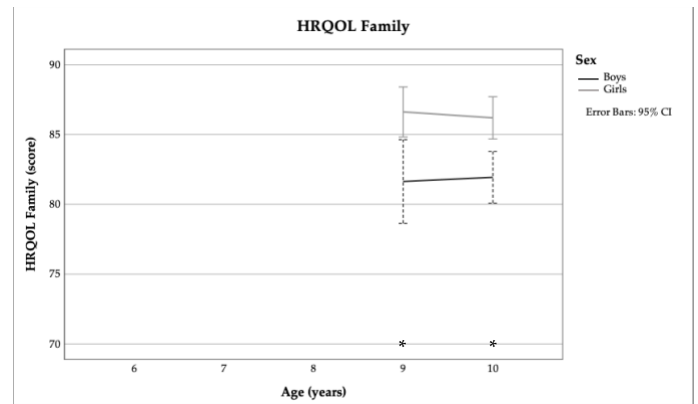
(m)



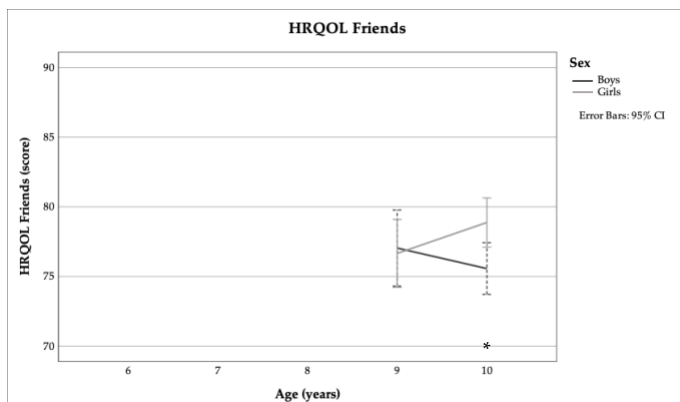
(n)



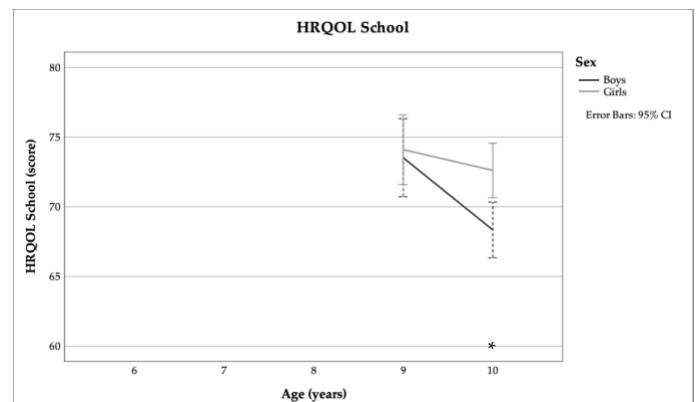
(o)



(p)



(q)



(r)

Supplementary Figure S1. Differences between boys and girls in all parameters, (a)-(d) anthropometrics, (e) – (j) physical fitness tests, (k) concentration score, (l) – (r) health-related Quality of Life (HRQOL) sub-scales