

Supplemental Table S1

Sport-based health promotion intervention study characteristics and results

Authors	Study Design	Theory	Completers/ Total Sample	Age	Gender	Measured Outcomes	Observed Outcomes
Awotidebe et al. (2014)	Quasi- experimental	Theory of planned behavior	340/430	15.2	204 M 226 F	HIV/AIDS knowledge, negotiation skills	Significant pre-posttest improvement for intervention group; posttest for controls not reported
Bloemhoff (2006)	Pre-posttest	None	106/106	15.7	106 M 0 F	Life skills (resilience factors)	Significant pre-posttest improvement
Bloemhoff (2012)	Pre-posttest	None	67/92	16.8	0 M 67 F	Life skills (resilience factors)	Significant pre-posttest improvement
Chetty & Edwards (2007)	Quasi- experimental	Psychosocial theory	33/33	10.7	14 M 19 F	Behavioral problems, affect, depression, self- perception	Significant improvement for intervention group as compared to controls in behavioral problems only
Clark et al. (2006)	Quasi- experimental	Social learning theory	304/304	12-14	151 M 153 F	HIV/AIDS knowledge	Significant improvement in intervention group as compared to controls

Notes. M = male and F = female; RCT = randomized controlled trial; PA = physical activity; BMI = body mass index; SNS = sympathetic nervous system; VMMC = voluntary medical male circumcision

Supplemental Table S1 continued

Sport-based health promotion intervention study characteristics and results

Authors	Study Design	Theory	Completers/ Total Sample	Age	Gender	Measured Outcomes	Observed Outcomes
Ferguson et al. (2015)	Quasi-experimental	None	41/41	7.8	18 M 23 F	Fitness, motor skills	Significant improvement in intervention group for motor skills only
Fuller et al. (2010)	Prospective cohort with control group	None	370/492	13.3	180 M 190 F	Knowledge of 9 health practices, social cohesion, gender equality	Significant improvement in intervention group as compared to controls
Fuller et al. (2011)	Prospective two-cohort	None	784/822	12.3	390 M 394 F	Knowledge of 9 health practices, social cohesion, gender equality	Significant pre-posttest improvement
Fuller et al. (2015)	Prospective five-cohort	None	3,814/3,814	12.4	1873 M 1941 F	Knowledge of 9 health practices, social cohesion, gender equality	Significant pre-posttest improvement
Hershow et al. (2015)	Mixed method (pre-posttest)	Social learning theory	514/4,260	14.2	0 M 514 F	HIV/AIDS knowledge, communication skills	Significant pre-posttest improvement

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Supplemental Table S1 continued

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Kaufman et al. (2016)	Cluster RCT	Social learning theory	878/1,226	16.2	1226 M 0 F	VMMC uptake	Significant improvement for intervention group as compared to controls
Kemp & Pienaar (2009)	Not reported; quasi-experimental deduced	None	38/38	12.5	0 M 38 F	Fitness, body composition	Significant improvement for intervention group as compared to controls in some fitness outcomes only
Lennox & Pienaar (2013)	Quasi-experimental	None	279/318	14.5	137 M 181 F	Fitness, PA levels	No significant improvement
Ley et al. (2014)	Pre-posttest	None	23/50	30	3 M 20 F	Fitness, strength, weight, BMI	Significant pre-posttest improvement in strength only
Maro et al. (2009)	Quasi-experimental	Achievement goal theory	764/950	13.7	555 M 209 F	HIV/AIDS knowledge, attitudes	Significant improvement for intervention group as compared to controls
Maro & Roberts (2012)	Quasi-experimental	Achievement goal theory	764/950	13.7	555 M 209 F	HIV/AIDS knowledge, attitudes	No significant improvement

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Supplemental Table S1 continued

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Monyeki et al. (2012)	Pre-posttest	None	322/322	10.7	322 M 0 F	Body composition	No significant improvement
Naidoo et al. (2009)	Prospective pilot study	None	185/256	Not reported	81 M 104 F	Fitness, PA levels, sport participation	Significant pre-posttest improvement for PA levels and sport participation only
Naidoo & Coopoo (2012)	Pre-posttest	None	270/798	Not reported	147 M 123 F	Fitness, PA levels, sport participation	Significant pre-posttest improvement
Owoeye et al. (2014)	Cluster RCT	None	385/416	17.7	385 M 0 F	Injuries, injuries by exposure type, lower extremity injuries	Significant improvement for intervention group as compared to controls
Parker et al. (2016)	RCT	None	27/27	30.8	0 M 27 F	Pain severity, pain interference, self-efficacy, depression, quality of life	Significant reduction in pain in both conditions; No significant difference between conditions

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Supplemental Table S1 continued

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Peacock-Villada et al. (2007)	Mixed method (pre-posttest)	None	670/Not reported	Not reported	Not reported	Life skills (resilience, decision-making)	Significant pre-posttest improvement
Richards et al. (2014)	Single-blinded RCT	None	1,447/1,462	12.9	618 M 844 F	Fitness, body composition, mental health	Significant improvement in fitness only, and decline in mental health, for intervention group as compared to controls
Sørensen et al. (2016)	Quasi-experimental	Achievement goal theory	764/950	13.7	555 M 209 F	HIV/AIDS knowledge	Significant improvement for intervention group as compared to controls
Starzak et al. (2016)	Pre-posttest	None	34/50	12.2	34 M 0 F	Fitness, body composition, SNS activation	Significant pre-posttest improvement
Tian et al. (2017)	Pre-posttest	Self-determination theory	110/Not reported	Not reported	33 M 77 F	PA levels	Significant pre-posttest improvement

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Supplemental Table S1 continued

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Uys et al. (2016)	Not reported; quasi- experimental deduced	Social ecological model	997/1,088	9.9	471 M 526 F	Fitness, PA levels, PA knowledge	Significant improvement for intervention group as compared to controls in fitness and PA knowledge only
Walter (2014)	Mixed method (pre- posttest)	None	79/120	10.3	38 M 41 F	PA levels	Significant pre-posttest improvement

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Supplemental Table S2

Sport-based health promotion intervention characteristics

Authors	Country	Setting	Sport	Duration	Personnel
Awotidebe et al. (2014)	South Africa	School	Soccer	12 weeks	Peer coaches
Bloemhoff (2006)	South Africa	Ropes course	Ropes course	4 hours	Principal investigator
Bloemhoff (2012)	South Africa	Ropes course	Ropes course	4 hours	Principal investigator
Chetty & Edwards (2007)	South Africa	Children's institutional homes	Soccer, netball	12 weeks	Undergraduate students
Clark et al. (2006)	Zimbabwe	School	Soccer	2 weeks	Pro soccer players
Ferguson et al. (2015)	South Africa	School	Playground games	9 weeks	Undergraduate students
Fuller et al. (2010)	South Africa	School	Soccer	11 weeks	Peer coaches
Fuller et al. (2011)	Mauritius, Zimbabwe	School, community	Soccer	11 weeks	Peer coaches
Fuller et al. (2015)	Ghana, Malawi, Namibia, Tanzania, Zambia	School	Soccer	11 weeks	Peer coaches
Hershow et al. (2015)	South Africa	Community	Soccer	48 weeks	Peer coaches
Kaufman et al. (2016)	Zimbabwe	School	Soccer	1 hour	Peer coaches
Kemp & Pienaar (2009)	South Africa	School	Dancing, stretching	10 weeks	Not reported

Supplemental Table S2 Continued

Sport-based health promotion intervention characteristics

Authors	Country	Setting	Sport	Duration	Personnel
Lennox & Pienaar (2013)	South Africa	School	Aerobic exercise, strength training, stretching	26 weeks	Postgraduate students
Ley et al. (2014)	South Africa	Community	Aerobic exercise, strength training, stretching	10 weeks	Fitness trainers
Maro et al. (2009)	Tanzania	Community	Soccer	8 weeks	Peer coaches
Maro & Roberts (2012)	Tanzania	Community	Soccer	8 weeks	Peer coaches
Monyeki et al. (2012)	South Africa	School	Strength, speed, balance, stretching	43 weeks	PE teacher
Naidoo et al. (2009)	South Africa	School	Sports, games	26 weeks	Teachers
Naidoo & Coopoo (2012)	South Africa	School	Sports, games	78 weeks	Teachers
Owoeye et al. (2014)	Nigeria	Community	Warm-up activities	26 weeks	Athletic coaches
Parker et al. (2016)	South Africa	Community	Aerobic exercise, strength training	6 weeks	Peer coaches
Peacock-Villada et al. (2007)	South Africa, Zambia	School	Soccer	6 weeks	Peer coaches
Richards et al. (2014)	Uganda	School	Soccer	11 weeks	Peer coaches
Sørensen et al. (2016)	Tanzania	Community	Soccer	8 weeks	Peer coaches

Supplemental Table S2 Continued

Sport-based health promotion intervention characteristics

Authors	Country	Setting	Sport	Duration	Personnel
Starzak et al. (2016)	South Africa	Community	Soccer	12 weeks	Athletic coaches
Tian et al. (2017)	South Africa	School	Aerobic exercise, strength training	12 weeks	Physical Education teachers
Uys et al. (2016)	South Africa	School	Playground games	156 weeks	School staff
Walter (2014)	South Africa	School	Playground games	6 weeks	University students