

Table S1. CONSORT 2010. Checklist of information to include when reporting a randomized clinical trial.

Section/Topic	Item No.	Checklist item	Reported on page No.
Title and summary			
	1a	Identified as a randomized trial in the title.	p 1
	1b	Structured summary of the trial design, methods, results and conclusions.	p 1
Introduction Background and objectives			
	2a	Scientific basis and explanation of the reasons	p 1 and 2
	2b	Specific objectives or hypotheses	-
Methods			
Trial design	3a	Description of the trial design (e.g., parallel, factorial), including allocation proportion	p 2 and 3
	3b	Significant changes in methods after trial initiation (such as eligibility criteria), with reasons	-
Participants	4a	Criteria for selection of participants	p 3 and 4
	4b	Environments and data collection sites	p 4
Interventions	5	Interventions for each group with sufficient detail to allow for replication, including how and when they were actually administered	p 4 - 6
Results	6a	Fully defined primary and secondary outcome measures, including how and when they were assessed	p 7 - 10
	6b	Any change in the results of the trial after the start of the trial, with reasons for the change.	-
Sample size	7a	How the sample size was determined	p 6
	7b	Where appropriate, explanation of interim analysis and discontinuation guidelines	-
Randomization			
Sequence generation	8a	Method used to generate the randomization sequence	-
	8b	Type of randomization; details of any constraints (such as blocks and block size)	-
Allocation concealment mechanism	9	Mechanism used to implement the randomization sequence (such as sequentially numbered garbage cans), describing any measures taken to hide the sequence until the interventions were allocated	-
Implementation	10	Who generated the randomization sequence, who enrolled the participants and who assigned them to the interventions.	-
Masking	11a	If so, who was blinded after assignment to the interventions (e.g., participants, health professionals, those assessing outcomes) and how?	-
	11b	If applicable, description of the similarity of the interventions	-

Statistical methods	12a	Statistical methods used to compare primary and secondary outcome groups	p 6
	12b	Methods for additional analyses, such as subgroup analysis and adjusted analysis.	-
Results			
Participant flow (a flow chart is strongly recommended)	13a	For each group, the number of participants who were randomly assigned, received the intended treatment, and were analyzed for the primary outcome.	p 3
	13b	For each group, the losses and exclusions after randomization, together with the reasons	p 3
Recruitment	14a	Dates defining recruitment and follow-up periods	p 2
	14b	Why the trial was terminated or interrupted	-
Baseline data	15	A table showing demographic and clinical baseline characteristics for each group	-
Numbers analyzed	16	For each group, number of participants (denominator) included in each analysis and whether the analysis was based on the initially assigned groups.	p 3
Results and estimation	17a	For each primary and secondary outcome, the results for each group and the estimated effect size and precision (as the 95% confidence interval).	p 7 - 11
	17b	For binary results, the presentation of both absolute and relative effect sizes is recommended.	p 7 - 11
Secondary analysis	18	Results of any other analyses performed, including subgroup analyses and adjusted analyses, distinguishing pre-specified from exploratory analyses.	-
Damages	19	All significant damages or undesirable effects in each group	-
Discussion			
Limitations	20	Trial limitations, addressing sources of potential bias, imprecision, and, if relevant, multiplicity of analyses	p 11 and 12
Generalization	21	Generalizability (external validity, applicability) of trial findings	p 12
Interpretation	22	Interpretation consistent with the results, with balance of benefits and harms, and considering other relevant evidence.	
Other information			
Registration	23	Registration number and name of the trial registration	-
Protocol	24	Where to find the full trial protocol, if available	-
Financing	25	Sources of financing and other support (such as drug supply), role of funders	-

Note: own elaboration extracted from CONSORT 2010.

Table S2. Academic results questionnaire.

Soccer player's name:				
Team to which he belongs:				
Peloteros de la Sierra Sur Sports Club			Gilena Football Club	
Spanish Language and Literature				
Insufficient	Sufficient	Well	Notable	Outstanding
Mathematics				
Insufficient	Sufficient	Well	Notable	Outstanding
Geography and History				
Insufficient	Sufficient	Well	Notable	Outstanding
Physical Education				
Insufficient	Sufficient	Well	Notable	Outstanding
Catholic Religion / Ethical Values				
Insufficient	Sufficient	Well	Notable	Outstanding
Biology and Geology				
Insufficient	Sufficient	Well	Notable	Outstanding
French / Elective				
Insufficient	Sufficient	Well	Notable	Outstanding
English				
Insufficient	Sufficient	Well	Notable	Outstanding
Music				
Insufficient	Sufficient	Well	Notable	Outstanding
Public Speaking and Debate				
Insufficient	Sufficient	Well	Notable	Outstanding

Tutoring				
Insufficient	Sufficient	Well	Notable	Outstanding
<p>In case you have taken any subject not mentioned in the questionnaire, please indicate it together with the grade obtained:</p>				

Questionnaire extracted from an article [23]; furthermore, it is similar to the one used in a scientific article [30]

Table S3. Health-related quality of life questionnaire.

Soccer player's name:				
Team to which he belongs:				
Peloteros de la Sierra Sur Sports Club		Gilena Football Club		
I have felt lonely.				
Never	Almost never	Sometimes	Almost always	Always
I have been bored out of my mind.				
Never	Almost never	Sometimes	Almost always	Always
I felt different from the others.				
Never	Almost never	Sometimes	Almost always	Always
I have felt afraid or insecure.				
Never	Almost never	Sometimes	Almost always	Always
I have felt burdened by my parents.				
Never	Almost never	Sometimes	Almost always	Always

I liked myself.				
Never	Almost never	Sometimes	Almost always	Always
I have been proud of myself.				
Never	Almost never	Sometimes	Almost always	Always
I felt good about myself.				
Never	Almost never	Sometimes	Almost always	Always
I have been interested in the classes.				
Never	Almost never	Sometimes	Almost always	Always
I have been able to do my homework well.				
Never	Almost never	Sometimes	Almost always	Always
I have had many good ideas.				
Never	Almost never	Sometimes	Almost always	Always
I got along well with my friends.				
Never	Almost never	Sometimes	Almost always	Always
I laughed and had a lot of fun.				
Never	Almost never	Sometimes	Almost always	Always
The others liked me.				
Never	Almost never	Sometimes	Almost always	Always
I have had a lot of strength and energy.				
Never	Almost never	Sometimes	Almost always	Always
I got along well with my parents.				
Never	Almost never	Sometimes	Almost always	Always
I have felt at home.				
Never	Almost never	Sometimes	Almost always	Always

We have had arguments or fights at home.				
Never	Almost never	Sometimes	Almost always	Always
I felt sick.				
Never	Almost never	Sometimes	Almost always	Always
It hurt a little.				
Never	Almost never	Sometimes	Almost always	Always
I have been very tired and exhausted.				
Never	Almost never	Sometimes	Almost always	Always

Kiddo-Kindl questionnaire extracted from an article [31].