Questionnaire

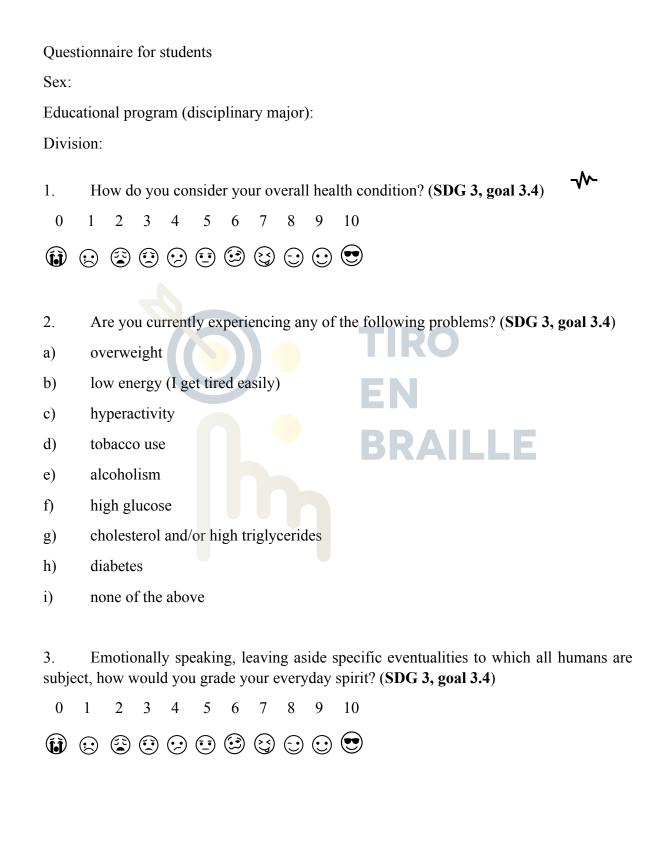
For the intervention group the questionnaire will be repeated (three times total), once towards the end of the online course, the other once the resulting sporting activity is concluded. The idea is to follow-up on the possible changes or prevalence on the values, attitudes, and behaviors relating the specified SDG among the intervention group.

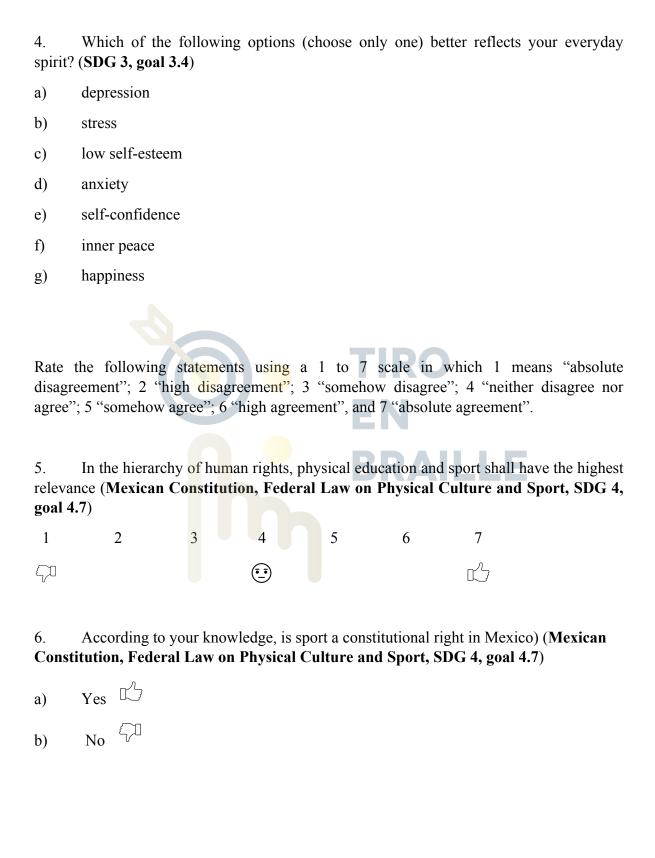
Moreover, the questionnaire was designed in order to record in-depth information, which will allow having not only a quantitative study but a qualitative study as well.

It is worth noting that the questionnaire has been carefully designed taking under consideration the following SDG: 3, 4, 5, 9, 10, 11, 16 and 17, and specifically goals 3.4, 4.5, 4.7, 5.1, 5.5, 5.c, 9.b, 10.2, 10.3, 11.4, 16.3, 16.7, and 17.17. Yet, questions 5, 6, 7, 9, 10, 13, and 22 relate to the General Law on Physical Culture and Sport, while 5, 6, 7, and 13 relate to the Mexican Constitution. Finally, questions 12, 13, and 14, besides their relation to SDG 5, find relation to CEDAW and the IWG. It is necessary to explain that the respondents will not know that the questions are related to the SDG, so the information in bold WILL NOT be printed in the version the respondents will see.

It must be noted that the students who answer the questionnaire WILL NOT see the bold text in parenthesis, following each question. The bold text is provided solely for demonstration of how the project, and obviously the questionnaire is designed bearing in mind different normative and jurisdictional considerations.







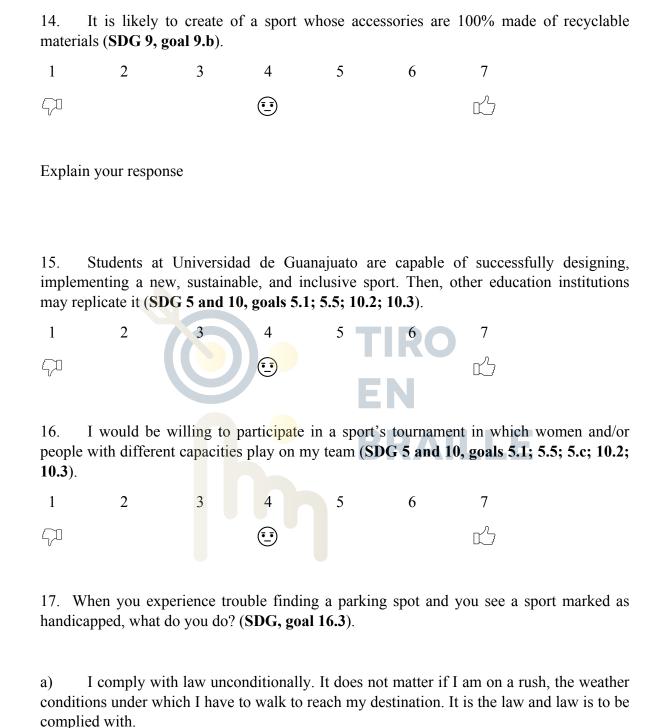
7. Const	-			-		social confli	*	
1	2	3	4	5	6	7		
\[\sqrt{1}			•••			L)		
Justify your response								
8.	Mention your three favorite sports/physical activities							
	1							
	2							
	3. TIPO							
	4. None, I do not like sport/physical-demanding activities.							
					EN			
9. Are you familiar with any pre-Columbian sport? (Federal Law on Physical Culture and Sport, SDG 11, goal 11.4).								
a)	_	, ,						
	Yes No							
b)	No V							
Whial	n ono(s)?							
W IIICI	n one(s)?							
10. It is possible and viable the practice of a pre-Columbian sport originated at Universidad de Guanajuato (Federal Law on Physical Culture and Sport, SDG 4 and 11, goal 4.5; goal 11.4).								
1	2	3	4	5	6	7		
<i>Ç</i> I			•••					

Explain your response

71								
Explain your response								
12. I support the practice of a mix (all-gendered) sporting activity at Universidad de Guanajuato (Mexican Constitution, Federal Law on Physical Culture and Sport, CEDAW, IWG, SDG 4, 5, and 10, goals 4.7; 5.1 End all forms of discrimination against all women and girls everywhere; 5.5; 5.c; 10.2; 10.3).								
1 2 3 4	5 6 7							
₹I ©	EN							
Explain your response	BRAILLE							
13. Mention without any information support, based only on your own knowledge, 10 successful Mexican male athletes. Mention 10 successful Mexican female athletes (CEDAW, IWG, SDG 5, goals 5.1; 5.5).								
Male athletes	Female athletes							

Men and women have the same capacities (CEDAW, IWG, SDG 5, goals 5.5; 5.c).

11.



Depending on the urgency and/or the weather I decide whether to park or not at the

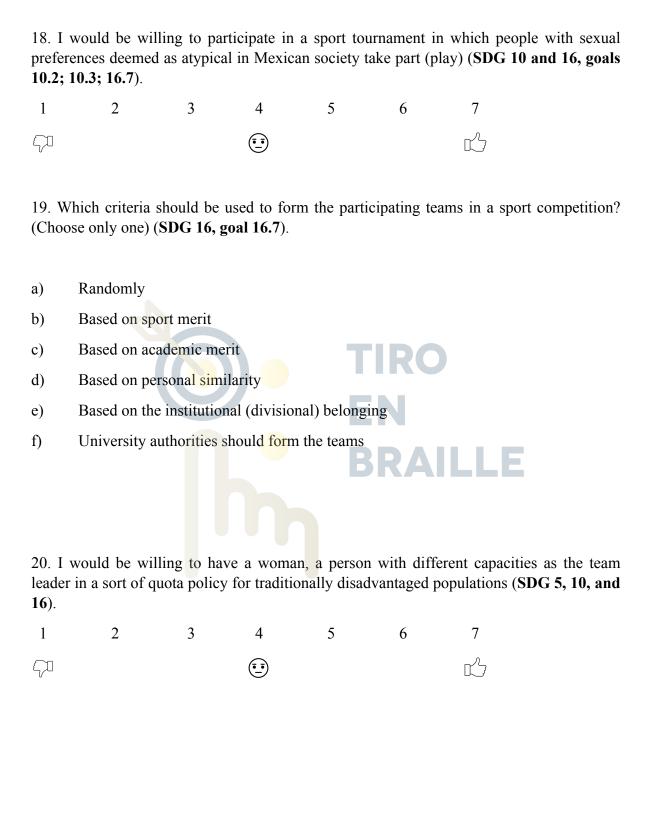
I park without questioning myself too much on the subject. The spot is free, and we

b)

c)

handicapped spot.

all have the right to park.



- 21. During the process of rules-making for the sporting activity, which of the following options seem more suitable to you? (**SDG 16, goal 16.7**).
- a) It should be the students who oversee the making, implementing, and assessing the rules
- b) Professors should guide us
- c) University authorities should oversee this process
- d) A committee of students, professors, and authorities should be created for this issue
- 22. To meet our expenses, which type of sponsors should be primarily contacted? (Federal Law on Physical Culture and Sport, SDG 17, goal 17.17).
- a) No sponsors are required. Students may meet the expenses
- b) Universidad de Guanajuato should be our main sponsor
- c) To be efficient we should contact large companies because they have enough resources
- d) Small and mid-size local (municipal) and/or in-state Guanajuato companies are the best option

We appreciate your valuable participation. We ensure you that your responses will be treated confidentially, therefore, we do not request your name. If you are willing to share your personal information, please let us know to the following institutional email address.

Results processing

As it has been mentioned previously, there will be a control group and an intervention group. As the call for proposals states, the projects must be flexible as to continue if the conditions and/or results take a detour from the original objectives or if unexpected situations arise. Thinking about the possible scenarios, there are a few options for the analysis of results:

- 1) First scenario: ALL participants of the online course participate in the design of the sporting activity. In this case, for questions 1, 2, 5, 7, 10, 11, 12, 14, 16, 18, and 20, a t-test (with several options -independent samples, paired samples may be used). This allows to compare the control group with the entire intervention group. This also allows to compare means from the same group (intervention group) at different times along the different phases of the project (prior to the online course, towards the end of the sporting activity design, after the awards ceremony for the victorious sporting proposal, and after the sporting activity has been completed). For questions 6 and 9 a Fisher test or a chi-square test would be appropriate.
- Second scenario: Despite the initial expectation that students taking the online course also participate in the design of the sporting activity, as well as in the playing of the sporting activity itself, some participants actively participate in the academic phase, in the design phase, and in the sporting activity phase, reality "plays" unexpected "games". There may be students taking the course (completely or dropping out). There may also be students taking the online course AND taking part in the design of the sporting activity, BUT they may not play the resulting (winning) sporting activity. There may also be students playing the resulting (winning) sporting activity that neither took the online course nor participated in the design of the sporting activity. These multiple possibilities (unplanned) may make necessary to consider (if and when the moment arrives) having the flexibility to test the statistical significance using a one-way ANOVA test for questions 1, 2, 5, 7, 10, 11, 12, 14, 16, 18, and 20. For questions 6 and 9 a chi-square test could be appropriate.

