

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.



Questionnaire for students

Sex:

Educational program (disciplinary major):

Division:

1. How do you consider your overall health condition? (SDG 3, goal 3.4)



0 1 2 3 4 5 6 7 8 9 10



2. Are you currently experiencing any of the following problems? (SDG 3, goal 3.4)

- a) overweight
- b) low energy (I get tired easily)
- c) hyperactivity
- d) tobacco use
- e) alcoholism
- f) high glucose
- g) cholesterol and/or high triglycerides
- h) diabetes
- i) none of the above

3. Emotionally speaking, leaving aside specific eventualities to which all humans are subject, how would you grade your everyday spirit? (SDG 3, goal 3.4)

0 1 2 3 4 5 6 7 8 9 10



4. Which of the following options (choose only one) better reflects your everyday spirit? **(SDG 3, goal 3.4)**



- a) depression
- b) stress
- c) low self-esteem
- d) anxiety
- e) self-confidence
- f) inner peace
- g) happiness

Rate the following statements using a 1 to 7 scale in which 1 means “absolute disagreement”; 2 “high disagreement”; 3 “somehow disagree”; 4 “neither disagree nor agree”; 5 “somehow agree”; 6 “high agreement”, and 7 “absolute agreement”.

5. In the hierarchy of human rights, physical education and sport shall have the highest relevance **(Mexican Constitution, Federal Law on Physical Culture and Sport, SDG 4, goal 4.7)**

1	2	3	4	5	6	7
						

6. According to your knowledge, is sport a constitutional right in Mexico) **(Mexican Constitution, Federal Law on Physical Culture and Sport, SDG 4, goal 4.7)**

- a) Yes 
- b) No 

7. Sport may be relevant for the peaceful solution of social conflicts (**Mexican Constitution, Federal Law on Physical Culture and Sport, SDG 4, goal 4.7**).

1

2

3

4

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7



Justify your response

8. Mention your three favorite sports/physical activities

1. _____

2. _____

3. _____

4. None, I do not like sport/physical-demanding activities.

9. Are you familiar with any pre-Columbian sport? (**Federal Law on Physical Culture and Sport, SDG 11, goal 11.4**).

a) Yes

b) No

Which 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

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Explain your response

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

1

2

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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

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Explain your response

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

14. It is likely to create of a sport whose accessories are 100% made of recyclable materials (**SDG 9, goal 9.b**).

1	2	3	4	5	6	7
						

Explain your response

15. Students at Universidad de Guanajuato are capable of successfully designing, implementing a new, sustainable, and inclusive sport. Then, other education institutions may replicate it (**SDG 5 and 10, goals 5.1; 5.5; 10.2; 10.3**).

1	2	3	4	5	6	7
						

16. I would be willing to participate in a sport's tournament in which women and/or people with different capacities play on my team (**SDG 5 and 10, goals 5.1; 5.5; 5.c; 10.2; 10.3**).

1	2	3	4	5	6	7
						

17. When you experience trouble finding a parking spot and you see a sport marked as handicapped, what do you do? (**SDG, goal 16.3**).

- a) I comply with law unconditionally. It does not matter if I am on a rush, the weather conditions under which I have to walk to reach my destination. It is the law and law is to be complied with.
- b) Depending on the urgency and/or the weather I decide whether to park or not at the handicapped spot.
- c) I park without questioning myself too much on the subject. The spot is free, and we all have the right to park.

18. I would be willing to participate in a sport tournament in which people with sexual preferences deemed as atypical in Mexican society take part (play) (SDG 10 and 16, goals 10.2; 10.3; 16.7).

1	2	3	4	5	6	7
						

19. Which criteria should be used to form the participating teams in a sport competition? (Choose only one) (SDG 16, goal 16.7).

- a) Randomly
- b) Based on sport merit
- c) Based on academic merit
- d) Based on personal similarity
- e) Based on the institutional (divisional) belonging
- f) University authorities should form the teams

20. I would be willing to have a woman, a person with different capacities as the team leader in a sort of quota policy for traditionally disadvantaged populations (SDG 5, 10, and 16).

1	2	3	4	5	6	7
						

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.

2) 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.

