



UNIVERSITY OF PELOPONNESE
FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE
DEPARTMENT OF SPORTS ORGANIZATION AND MANAGEMENT

**EXAMINATION OF THE EFFECTIVENESS OF THE EDUCATIONAL INITIATIVES FROM
SALT LAKE 2002 FOR IMPLEMENTATION BY LOS ANGELES 2028**

BY WESLEY COLEMAN MCKEEL

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Approved by the Professor body:

1st Supervisor: Professor Michał Bronikowski, POZNAN UNIVERSITY OF PHYSICAL EDUCATION,
POLAND

2nd Supervisor: Professor Benoit Séguin, UNIVERSITY OF OTTAWA,
CANADA

3rd Supervisor: Professor Katerina Mouratidou, ARISTOTLE UNIVERSITY OF THESSALONIKI,
GREECE

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ABSTRACT

W. Cole McKeel: Examination of the effectiveness of the educational initiatives from Salt Lake 2002 for implementation by Los Angeles 2028.

(Under the supervision of Professor Michał Bronikowski)

The International Olympic Committee's (IOC) Olympic Agenda 2020 put in place a "roadmap for the IOC and the Olympic Movement" (International Olympic Committee, 2021). The three pillars of credibility, sustainability and youth were identified as the focal areas of the recommendations with plans of "safeguarding the Olympic values and strengthening the role of sport in society" (International Olympic Committee, 2021). Agenda 2020 "calls for a bunch of cost-reduction measures" (Manfred, 2014). It also emphasizes the importance of spreading Olympic values-based education (International Olympic Committee, 2021). With a focus on cost-savings and Olympic education, this thesis aims to measure the effectiveness of the educational initiatives from the previous two Olympic Games hosted in the United States (Atlanta 1996 and Salt Lake 2002), in order to provide a list of responsible recommendations for the Los Angeles 2028 organizing committee to implement in preparation for the upcoming Games. The initial examination into this topic revealed a few constraints, including the lapse in time since each of these Games actually took place, a lack of any sort of previous effectiveness study for the educational initiatives and an inability to unveil any sort of significant information about the educational programming of Atlanta 1996. These limitations narrowed the focus of this thesis and magnified the concentration provided to Salt Lake 2002. Through developed relationships with constituents of the Salt Lake Organizing Committee, information was gathered to conduct three different online, self-structured surveys with an emphasis on different educational initiatives (traditional education, health and infrastructure) and was delivered to a group of 138 total participants. Across all surveys, 31.9% of participants self-identified as males; 48.6% self-identified as females; 2.9% self-identified as non-binary/third gender; while, 16.7% declined to self-identify any gender. The majority of respondents fell into the 41-60 age range. 57.3% of the 138 participants were at least 41 years of age and no older than 60 years of age. Collected data was analysed in terms of mean and standard deviation values. Correlational analysis was employed to seek the relationships between the research variables concerning age, gender and education levels as indicated in the research questions. The results from these surveys reveal several data-supported findings. With the growing importance of Olympic education, emphasizing the values of Olympism, there is a great opportunity for Los Angeles 2028 to develop and measure the short-term and long-term effectiveness of educational initiatives. The Utah Olympic Park, a tangible legacy with a foundation to ensure future funding, proves to be the most effective educational initiative of Salt Lake 2002. While studying the Utah Olympic Park, the research provides evidence of a positive correlation between the age range of survey respondents and the overall effectiveness rating of the initiative. On the contrary, REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Games of 2002, the most effective traditional educational initiative, showcases an inverse relationship between age and effectiveness rating. Furthermore, the 2002 Education Website program provides a negative correlation between effectiveness rating and the educational level of participants. In an Olympic

world headlined by cheating, research shows a prioritization of the value of fair play, despite not being included by the IOC as one of the three Olympic values (friendship, excellence and respect) (International Olympic Committee, 2017-b). The study indicates females value respect more than friendship and excellence, highlighting an historical struggle for equality in sport. Lastly, all targeted initiatives of the 2002 Salt Lake Winter Olympic Games were successful in providing education around the values of Olympism.

Keywords: Olympic Games, Agenda 2020, educational initiatives, legacy, traditional education, health education, infrastructure education, Salt Lake 2002, Los Angeles 2028, effectiveness, analysis

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In the fall of 2013, I turned down full-time job opportunities to move across the country, by myself, to accept an internship with the United States Olympic & Paralympic Committee. The prospect of a six-month internship with Team USA appeared to be the opportunity of a lifetime; but, little did I know that it would impact my entire outlook on life.

The next six years provided me endless memories – from four Olympic Games, two Paralympic Games, a Pan American Games, two White House visits and a 50th Anniversary of the 1968 Team USA Olympic Team – to say I developed Five Ring Fever would be the understatement of a century. However, it was another experience which really took the cake for me.

After applying twice, I was blessed to be chosen as one of three delegates from the United States to attend the International Olympic Academy's (IOA's) 59th Session for Young Participants, alongside 171 individuals from 91 countries. Visiting beautiful Olympia, Greece, birthplace of the Olympic Games with what have now become lifelong friends, still leaves me speechless to this day. It is because of this experience, I truly understand the values of Olympism (friendship, excellence and respect.)

As a result, it was without hesitation that I applied for the IOA's master's program. Through the past year and a half, I have continued to learn, albeit from a distance, from my fellow IOA colleagues and the wonderful IOA professors. To each of you – I thank you. Without each of you, I would not have made it to the finish line.

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LIST OF ABBREVIATIONS

1972 Munich: Munich 1972 Summer Olympic Games

1976 Montreal: Montreal 1976 Summer Olympic Games

1996 Atlanta or Atlanta 1996: Atlanta 1996 Summer Olympic Games

2002 Salt Lake or 2002 Salt Lake or Salt Lake 2002 or Salt Lake City 2002 or SLC 2002:
Salt Lake City 2002 Winter Olympic Games

AHA: American Heart Association

AIBA: International Boxing Association

BCE: Before the Common Era

CDC: Centers for Disease Control and Prevention

CI: Confidence Interval

CIF: California Interscholastic Federation

EU: European Union

FACT: Families, Agencies and Communities Together

FIBA: International Basketball Federation

HVAC: Heating, Ventilation & Air Conditioning

IF: International Federation

IFA: Intercollegiate Football Association

IOC: International Olympic Committee

K-6: Kindergarten (Age 5)-6th Grade (Age 12)

K-12: Kindergarten (Age 5)-12th Grade (Age 18)

LA: Los Angeles

LA28 or LA 2028: Los Angeles 2028 Summer Olympic Games

M: Mean

MLB: Major League Baseball

NBA: National Basketball Association

NCAA: National Collegiate Athletic Association

NFL: National Football League

NJ: New Jersey

NOC: National Olympic Committee

OCOG: Organizing Committee for the Olympic Games

OVEP: Olympic Values Education Programme

Paris 2024: Paris 2024 Summer Olympic Games

REACH: REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002

Rio 2016: Rio 2016 Summer Olympic Games

SLOC: Salt Lake Organizing Committee for the Olympic Winter Games

TOP: The Olympic Partners

UNESCO: United Nations Educational, Scientific and Cultural Organization

U.S. or U.S.A. or US or USA: United States

USOPC: United States Olympic & Paralympic Committee

UOLF: Utah Olympic Legacy Foundation

UOP: Utah Olympic Park

WADA: World Anti-Doping Agency

WWF: Woodrow Wilson Foundation

YMCA: Young Men's Christian Association

σ : Standard Deviation

CHAPTER I: INTRODUCTION

1.1 Introduction of Sport

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers (Mandela, 2015).”

Every two years the world comes together for a celebration of sport known as the Olympic Games. Originating in Ancient Olympia, Greece in the year 776 BCE, the Olympic Games was a religious festival, honoring the Greek god Zeus, in which athletes were celebrated for their athletic prowess through a series of sporting competitions (International Olympic Committee, n.d.-h).

Through the years, different sports have been added and removed from the schedule of events. For each Games, the host city has influence over the selection process. Leading into the Paris 2024 Games, the organizing committee made a very controversial decision to add the sport of break dancing to the program, including the “sport” for the first time in history (Associated Press, 2020). In addition, as a way to appeal to a wider and younger audience, the inclusion of eSports continues to find its way to the top of Olympic conversations these days. With each argument for and against new sports, one simple question always surfaces, “what is sport?”

Dictionary.com (n.d.-c) defines the term sport as the following:

“an athletic activity requiring skill or physical prowess and often of a competitive nature, as racing, baseball, tennis, golf, bowling, wrestling, boxing, hunting, fishing, etc.”

Thompson (2020) in the Britannica Encyclopedia has a different definition:

“Sports, physical contests pursued for the goals and challenges they entail. Sports are part of every culture past and present, but each culture has its own definition of sports. The most useful definitions are those that clarify the relationship of sports to play, games, and contests.”

Christesen (personal communication, 2020) provides his own definition of sport, by first outlining play, games and contests:

“play: something undertaken purely for the sake of enjoyment, an end in itself
games: organized form of play (presence of recognized rules that structure activity)
contests: competitive games.”

Analyzing these terms, Christesen (personal communication, 2020) arrives at sport:

“sports: ‘organized, competitive, physical activities (including activities undertaken in preparation for competition).’”

To further illustrate the differences between the terms, Christesen (personal communication, 2020) provides the following diagram in figure 1:

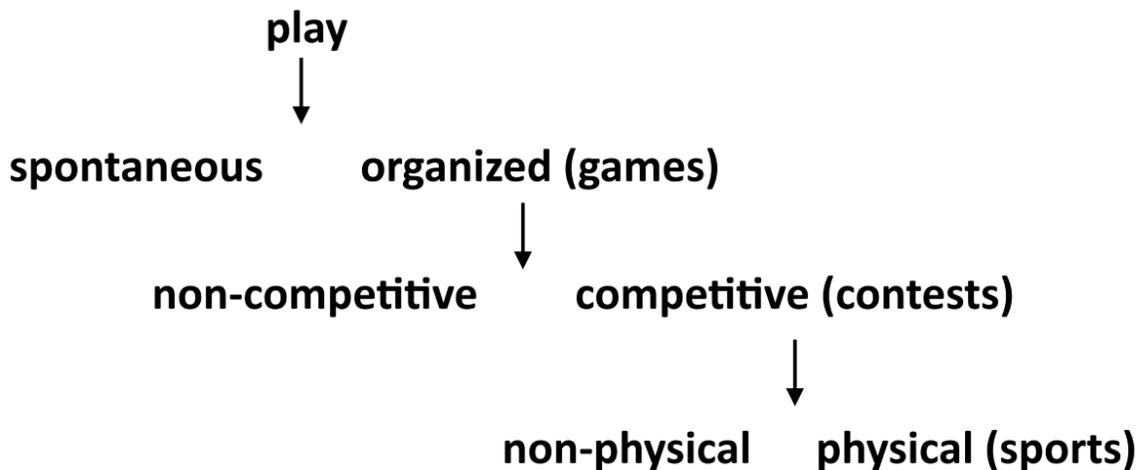


Figure 1: Elements of Sport Source: Christesen (personal communication, 2020)

By analyzing the chart, it is clear to define the different elements of sport. To separate games from play, there must be organization. Organized play must be competitive to be contests. Organized play that is also competitive must be physical to be considered a sport.

In order to define a sport, Parry (personal communication, 2020) offers a much more robust perspective with several more elements:

- “Human
- Physical
- Skill
- Contest
- Rule-governed
- Institutionalized
- Shared values and commitment.”

Sport must satisfy each of the seven elements to qualify. Starting with the first element, a sport must be human (Parry, personal communication, 2020). Based on this criterion, activities such as basketball, ice hockey and even break dancing check the box. However, dogfighting would not fulfil the requirement.

In dog-fighting, there are human beings to train the participants (dogs), but the human beings aren't involved with the actual competition. True – dogs aren't setting the fights themselves. True – dogs aren't grooming themselves to be more violent and more competitive in the “ring.” Human beings are responsible for both.

Getting past the obvious issues with dogfighting, such as the sketchy behind-the-scenes aspects and even the legality of dogfighting, “dogfighting has been outlawed in most of the world,” dogfighting doesn't have a human element to allow it to be labelled a sport (NPR, 2007).

The same can be said for activities involving horses. Some may argue horses need human beings (jockeys) to successfully compete. Afterall, jockeys are synonymous with horse racing.

“Since the early 18th century, when this sport became professionalized in England, horses in competition have traditionally been piloted by small, wiry humans” Catton and Herring (2012) mention in a Wall Street Journal article.

However, calling the need for a jockey a necessity might be a stretch. Catton and Herring (2012) offer an insider's opinion on the role of the jockey in horse racing:

“The outcome of a typical horse race is ‘probably 95% horse, 5% rider,’ said C.C. Lopez, a jockey at Monmouth Park who has competed in the Breeders' Cup. ‘When the race comes down to a head or a nose,’ he added, ‘I might have a role in it. But if the horse wins by five or 10 lengths, that is the horse.’”

So, what is the future of the sport?

“Lopez said he wouldn't be surprised if jockeys, who earn about 10% of the purse money their mounts win, were someday replaced. ‘We're talking about drone planes in Afghanistan,’ he said. ‘Is it really that big a stretch to have someone at the race controlling a robot from the stands with a joystick? It isn't far-fetched at all (Catton & Herring, 2012).”

In a sport, where the talent is a horse, rather than a human being, in an environment that could potentially trend to be less humanistic with increased emphasis on technology, it appears horse racing is becoming less and less a sport, based on the human element criterion.

The second element is the physical nature of a sport. Physicality refers to the physical effort exerted while participating and even while training (Parry, personal communication, 2020). Once again, basketball, ice hockey and yes – even break-dancing – satisfy the physicality requirement. In each activity, there is a physical exertion of effort needed to participate.

However, on the flip side, poker wouldn't qualify.

Scaletta (2011) discusses the physicality of poker in a Bleacher Report article:

“ESPN might put poker on, but that doesn't make it a sport. It's not even close.

Does it take physical exertion or ability? No.”

The article continues to give some final words about poker:

“Other than that, really, there's not much else to say. Have you ever seen someone do ‘facial workouts’ to keep their poker face in shape? Have you ever seen anyone practicing moving their poker chips? Even if they did, it wouldn't make them a better player (Scaletta, 2011).”

The same could be said for board games, such as chess or checkers. While there is no question about the games ability to challenge a participant's mental capacity, it simply doesn't provide the physical effort needed to fulfil the requirement to be considered a sport.

The next element of a sport is skill (Parry, personal communication, 2020). Basketball, ice hockey and still break dancing require skill. An individual could certainly pick up these three

activities and participate. However, in order to do so, one would need to practice and educate himself/herself (Parry, personal communication, 2020). It is impossible to be Michael Jordan in basketball, Wayne Gretzky in ice hockey or Adam Sevani in break dancing without practice and education.

Many argue the validity of cheerleading as a sport. There are aspects of cheerleading, which can make it qualify the skill requirement. For example, cheerleaders participating in tumbling as part of a contest have much more of a case than typical cheerleaders at a football game.

In fact, without tumbling or competitions, cheerleading doesn't require skill. There is no practice needed to stand in front of fans and scream chants. There is no education needed to increase one's ability to start cheers.

Another activity that lacks skill is jogging (Parry, personal communication, 2020). Jogging is not running. Jogging isn't even competitive. In fact, jogging is usually referred to as a slower version of running.

Dictionary.com (n.d.-a) defines jogging as:

“running at a slow regular pace usually over a long distance as part of an exercise routine.”

Once a jogger becomes focused on practice and education, a jogger becomes a runner. Running is a competitive, faster, more skillful version of jogging.

Sport is required to be a contest as well (Parry, personal communication, 2020). Basketball and ice hockey are clear contests. In both activities, the team which scores the most is ruled victorious. Break dancing is a little different, because of the need for a judge.

Similar to gymnastics or figure skating or snowboard halfpipe competitions, a list of skills must be defined in a universal way to provide participants the “rules” required to compete and win. All of these activities, including break dancing have a judge to allocate discretion, based off of the “rules.” The judge will ultimately determine the victor.

As discussed previously, cheerleading at a football or basketball game doesn't satisfy the contest requirement, because there is no contest taking place. However, a cheerleading competition, where squads compete against each other is a contest and would fit the element of sport.

Hiking is an activity, which fails to check the box of contest. Hiking is a leisurely activity, which can sometimes be more strenuous, depending on the terrain and the elements of mother nature. Despite the physical aspect and the human aspect, hiking is not a contest. Rather, hiking is a personal or group activity, which focuses on personal enjoyment of one's surroundings.

All sports must be rule-governed (Parry, personal communication, 2020). Basketball, ice hockey and break dancing are all governed by a set of rules, which determine how the sport is played, how many players are on a side, how boundaries are defined and how points are scored or tricks are allocated points.

Parry (personal communication, 2020) discusses the concept of rule-governance by mentioning "fair play, equality and justice."

All of these qualities are indicative of sport and help to preserve sport. As mentioned, the rules of a sport are presided over by an official, referee or judge. When the rules are misrepresented by these individuals of authority, the integrity of the sport can be challenged. Typically, this occurs more often in judged competitions, such was the case for the boxing events at the 2016 Rio Olympic Games:

"All 36 referees and judges from Rio 2016 were suspended in the wake of the Games as the International Boxing Association (AIBA) carried out an investigation following allegations that Olympic fights were fixed.

"Several judges and referees were also sent home from Rio after a number of questionable decisions during the boxing tournament," reported Reuters (2019-a) in an ESPN article.

If rules aren't defined or carried out, then there is no organization. Without organization in sport, the activity is simply not sport. Rather, the activity is play. An example of play would be frolicking in the field with friends. Sure – there is a human element. Yes – there might be physical exertion. However, there are probably not a set of rules governing the activity.

In addition, sport must be institutionalized (Parry, personal communication, 2020). Institutionalization, according to Parry, refers to a "lawful authority" to govern the sport and

make decisions to protect the integrity on a macro level (Parry, personal communication, 2020). Basketball is institutionalized by the International Basketball Federation (FIBA).

Per FIBA's website (2019):

“We establish the Official Basketball Rules as well as the regulations that govern the relationships between the different members of the basketball community.”

The same structure goes for ice hockey (International Ice Hockey Federation) and break dancing (World Dance Sport Federation), which provide the institutionalization of their respective sport. Without this institutionalization, there would be different rules and regulations around the world, causing the “same sport” to be played completely different in different cultures.

Coming back to the matter of eSports, Keiper discusses her stance on why eSports shouldn't be considered sport:

“Specifically, the two major characteristics of sport that are arguably absent in eSports are the physical use of ones body and institutionalization of the sport.

“...The novelty of eSports also lends to a deficiency in a clear presence of institutionalization. To have institutionalization there must be standardized rules, formal learning, expertise and official governing bodies, among other things. With ambiguity being present in reference to physical skill and institutionalization it is fair to say eSports cannot be unmistakably and completely be defined as a sport with two major components being in question (Manning et al., 2016).”

The last concept of sport is a shared value system and commitments (Parry, personal communication, 2020). Parry mentions “respect, agreement, friendship, community and mutuality” as shared values and commitments offered by sport (Parry, personal communication, 2020).

These values and commitments are offered in activities such as basketball, ice hockey and break dancing. Certain behavior is expected in each of these activities. For example, in basketball, a breach of respect to an extent can result in an unsportsmanlike foul or a technical foul. The same behavior in ice hockey results in a penalty.

In break dancing, there is also an etiquette that must be displayed between competitors, as shown in the Break Dance Not Hearts (2014) platform:

“ETIQUETTE - Do's and Do Not's

1. Don't touch anyone disrespectfully or with bad intention.
2. Don't trash talk unless it's personal or if there's disrespect involved.
3. Show respect after a battle (shake hands, give props) unless you feel the battle isn't finished.”

On the flip side, hooliganism is an example of an activity, which doesn't have shared values and commitments and can clearly not be defined as sport. Hooliganism can be defined by Merriam-Webster (n.d.-b) as:

“rowdy, violent, or destructive behavior.”

Largely, due to the prevalence in English leagues, hooliganism is considered a part of football.

Politics.co.uk (n.d.) discusses the severity of hooliganism in English football:

“In the 1980s, however, hooliganism became indelibly associated with English football supporters, following a series of major disturbances at home and abroad, which resulted in numerous deaths. Vigorous efforts by governments and the police since then have done much to reduce the scale of hooliganism.”

As the Paris 2024 Olympic Games approach, there will be many more naysayers, who argue against the inclusion of break dancing. Although after closely examining the presence of each of the seven elements in break dancing, one is able to conclude the validity in classifying the activity as a sport, checking the same boxes as basketball and ice hockey.

Of course, as it relates to sport, often times the discussion is most of the fun. Each year, supporters have the opportunity to explain why their team is the greatest or why a player is the best. Even the elements themselves could look different through a different person's lens.

However, using the seven elements of sport as defined by Parry (personal communication, 2020), including the three concepts outlined by Christesen (personal communication, 2020) it is much easier to at least provide parameters to answer the question, “what is sport?” Sport is human,

physical, requires skill, is contested, rule-governed, institutionalized and shares values and commitments (personal communication, 2020).

1.2 Prevalence of Sport in the United States

According to Flagpedia (n.d.), the United States is only the 17th oldest nation in the world. Gaining its independence from Great Britain on July 4th, 1776, Americans have always been heavily involved in sport. This should come as no surprise, given the prevalence of sport in Great Britain and the influence the British had on early settlers in the United States.

The American Heart Association (AHA) (2021) recommends the following physical activity recommendations for all American adults as shown in figure 2:

American Heart Association
Healthy for Good™

How much physical activity do you need?

Here are the American Heart Association recommendations for adults.

- Fit in 150+**
Get at least 150 minutes per week of moderate-intensity aerobic activity or 75 minutes per week of vigorous aerobic activity (or a combination of both), preferably spread throughout the week.
- Move More, Sit Less**
Get up and move throughout the day. Any activity is better than none. Even light-intensity activity can offset the serious health risks of being sedentary.
- Add Intensity**
Moderate to vigorous aerobic exercise is best. Your heart will beat faster, and you'll breathe harder than normal. As you get used to being more active, increase your time and/or intensity to get more benefits.
- Add Muscle**
Include moderate- to high-intensity muscle-strengthening activity (like resistance or weight training) at least twice a week.
- Feel Better**
Physical activity is one of the best ways to keep your body and brain healthy. It relieves stress, improves mood, gives you energy, helps with sleep and can lower your risk of chronic disease, including dementia and depression.

Move more, with more intensity, and sit less.

Find out how at heart.org/movemore.

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Figure 2: American Heart Association Physical Activity Recommendations

Source: American Heart Association (2021)

Per the Centers for Disease Control and Prevention (CDC) (2021), the national public health agency in the United States, an average of 53.3% adults meet the AHA’s Physical Activity Guidelines for aerobic physical activity, while only about one-in-five satisfy the standard for aerobic activity and muscle-strengthening physical activity.

At the same juncture, according to IBISWorld (2022), an average of 19.5% of Americans are participating in some sort of sport, as of October 8, 2021.

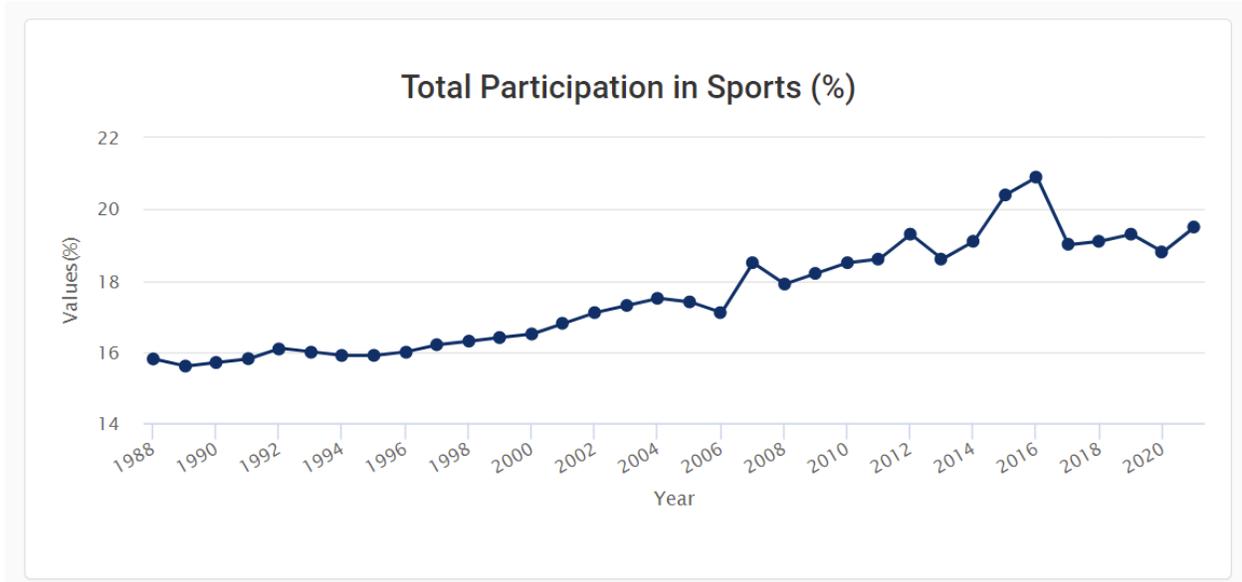


Figure 3: Total Participation in Sports (%) *Source: IBISWorld (2022)*

As the figure 3 infographic from IBISWorld (2022) shows, participation has recovered after a slight dip in 2020, which can likely be contributed to the COVID-19 pandemic and the closures of sport facilities and leagues. Moving forward, participation is expected to continue to increase through 2022.

IBISWorld (2022) provides the following explanation for increased participation:

“Growth in sports participation depends on several factors, including the level of education, per capita disposable income, time availability and health trends. Growth in education and growth in income tend to have a positive effect on this indicator.”

Ahead of the 2028 Los Angeles Olympic Games, California has a huge opportunity to capitalize on an already saturated youth sport market within the state. In the 2018-19 school year, California, the United States most populous state (39.6 million people), ahead of Texas by almost 10 million people, had 824,709 student-athletes participate in high school athletics. This athletic involvement was the second most in the United States, trailing Texas by a little more than 1,000 participants. It marked the fourth year in a row the California Interscholastic Federation (CIF) amassed the 800,000 mark (National Federation of State High School Associations, 2019). For relative measure, 800,000 people are more than the number of citizens living in the states of Wyoming, Vermont, Alaska and North Dakota (World Population Review, n.d.).

During the 2018-19 school year, the states of Georgia and Utah, home of the previous two American-based Olympic Games, reported athletic participation from only 195,402 and 67,230 people, respectively (National Federation of State High School Associations, 2019).

Projecting opportunity for increased participation from the Los Angeles Games in 2028, there are already more than three times the number of students involved in athletics in California than Georgia and Utah combined.

At the 2020 Tokyo Olympic Games, Team USA consisted of 622 athletes. Out of the 622, 126 team members were from California (Team USA, 2021) and 62 won medals (USA Today, 2021). The 126 athletes from California were “more than double the state with the second-most Olympians, Florida (51), which is followed by Colorado (34), Texas (31) and New York (27)” (Porterfield, 2021).

In addition to the prevalence of athletics in California, LA2050 estimates 82.3% of youth aged 6-17 in Los Angeles County, an area with more than 10 million total residents (County of Los Angeles, 2018), participate in at least one sport. “LA2050 is a community-guided initiative driving and tracking progress toward a shared vision for the future of Los Angeles” (LA2050, n.d-a). LA2050 has aspirations of driving 95% sport participation for youth 6-17 by the year

2050, a number certain to be boosted by the presence of the Olympic and Paralympic Games in 2028 (LA2050, n.d-b).

Many sports have an origin story dating back to the United States, including some of the most popular sports in the world. Despite only being the fifth most joined sport in the today's world with roughly 450 million participants (RealBuzz, n.d.), basketball is considered to be the third most popular sport in the world (2.2 billion fans), trailing only soccer/football and cricket (Devano, 2022). However, unlike soccer (football) and cricket, which have been worldwide sports since English colonization in the 1800's (Masteralexis, Barr & Hums, 2019), basketball hasn't always been known around the globe.

Basketball was founded by a physical education teacher from Springfield, Massachusetts, United States in 1891. The game was created to be played indoor during the winter months between football and baseball seasons.

“James Naismith wrote and developed the game's original thirteen rules and, through the YMCA network, quickly spread the news throughout the country. As basketball's popularity grew, Naismith neither sought publicity nor engaged in self-promotion. He was first and foremost an educator, holding posts at the International YMCA Training School and the University of Kansas. He embraced recreational sport but shied away from the glory of competitive athletics. Although he never had the opportunity to see basketball become the astonishing success it is today, Naismith's biggest thrill came when he was sponsored by the National Association of Basketball Coaches to witness basketball become an Olympic sport at the 1936 Games held in Berlin, Germany” (The Naismith Memorial Basketball Hall of Fame, n.d.).

Though the sport dates back to 1891, basketball was predominantly an American sport for the first 100 years. The National Basketball Association (NBA) was first created in June of 1946 “when Boston Garden owner Walter Brown realized that major ice hockey arenas, which were vacant most nights, could be used to host basketball games” (National Basketball Association, n.d.).

In 1992, the game of basketball took the main stage of the Olympic Games, thanks to an American team of destiny. Enter the 1992 Dream Team. The roster was constructed to be exactly

what it turned out to be... The best of all-time. A roster so unblemished it would run through the Olympic “competition,” without breaking a sweat. All-Stars players is the understatement of a lifetime. Headlined by the greatest basketball player of all-time, Michael Jordan, as well as Hall-of-Famers Larry Bird and Earvin “Magic” Johnson, the Dream Team featured 12 players, 10 of which made the NBA’s Top 50 Players of All-Time in 1997 (National Basketball Association, 1997-b). The two players who didn’t make the top 50 list, Chris Mullin and Christian Laettner are both Hall-of Famers. Dream Team Head Coach Chuck Daly and Assistant Coach Lenny Wilkens headlined the NBA’s Top 10 Coaches list (National Basketball Association, 1997-a).

Since the time of the 1992 Olympic Games, the game of basketball has exploded in the United States and abroad. In an Athletic Panda article by Randjelovic (2020), the NBA brand has a value of \$7.4 billion USD, trailing only the National Football League (\$13 billion USD) and Major League Baseball (\$10 billion USD). As of the 2020-21 season, each of the NBA’s 30 franchises were valued at more than \$1.3 billion USD, headlined by the New York Knicks at \$5 billion USD (Gough, 2021).

Baseball is another sport with American roots. Trailing right behind basketball in terms of popularity around the world, baseball has an estimated 500 million fans (Shvili, 2020) thanks to the Americas and Far East Asia. Derived from a similar British sport called rounders, baseball was first founded by a Statesman named Alexander Cartwright in September of 1845.

Cartwright, a member of the inaugural baseball team, the New York Knickerbockers, established “a new set of rules that would form the basis for modern baseball, calling for a diamond-shaped infield, foul lines and the three-strike rule. He also abolished the dangerous practice of tagging runners by throwing balls at them.

“Cartwright’s changes made the burgeoning pastime faster-paced and more challenging while clearly differentiating it from older games like cricket. In 1846, the Knickerbockers played the first official game of baseball against a team of cricket players, beginning a new, uniquely American tradition” (History, 2021-c).

Just after the turn of the century, Major League Baseball was formed with the merger of the National League and the American League. The Boston Americans defeated the Pittsburgh Pirates in the inaugural World Series of 1903 (Augustyn, 2021).

As of 2021, Major League Baseball is considered to be the second most popular professional sporting league in the world, only trailing the National Football League. Generating average revenues of around \$10 billion annually, six of the most lucrative sport franchises in the world are Major League Baseball teams, led by the New York Yankees with an estimated net value of \$5.25 billion (Ozanian, 2021).

While most of the world plays a sport called football, considered soccer in the United States, Americans have another sport of the same name. Deemed by most outside of the United States as American football, the sport combines rugby and soccer. American football as most around the world know it today is credited to an American named Walter Camp.

“As a Yale undergraduate and medical student from 1876 to 1881, Camp played halfback and served as team captain, equivalent to head coach at the time. Even more importantly, he was the guiding force on the rules board of the newly formed Intercollegiate Football Association (IFA).

“Thanks to Camp, the IFA made two key innovations to the fledgling game: It did away with the opening “scrummage” or “scrum” and introduced the requirement that a team give up the ball after failing to move down the field a specified yardage in a certain number of “downs.” Among the other innovations Camp introduced were the 11-man team, the quarterback position, the line of scrimmage, offensive signal-calling and the scoring scale used in football today” (History, 2021-d).

The National Football League (NFL), now the most profitable professional sport league in the world (\$16 billion annually) was founded in 1920 in Canton, Ohio. With an estimated 410 million fans in the world, American football is considered to be the ninth most popular sport in the world (Perry, 2021).

Though not as popular as baseball, basketball and football, other sports like softball, volleyball (indoor and beach), racquetball, water skiing and snowboarding can all be attributed to the United States as well (TheDelta13, 2017). Sports like soccer (football), ice hockey and tennis

have all become very popular American sports as well, despite finding their origin in other places around the world, respectively.

1.3 Introduction to the Olympic Games

Dating back to the Geometric Period (900-700 BCE), in an area on the Peloponnese peninsula in the Elis region of Greece known as Olympia, a new type of festival was first held. The inaugural Olympic Games of Olympia in 776 BCE was created as a way for Greeks to honor their god Zeus. The Games were held at the site of his religious sanctuary, with athletes participating in one original event, the stadion (200m. run) (Martin, 2021). It wasn't until 708 BCE that the sports of pentathlon and wrestling were added to the docket. The pentathlon competition consisted of stadion, long jump, wrestling, discus and javelin (International Olympic Committee, 2022-a).

Not to be understated, the Olympic Games were of incredible importance to the ancient Greeks.

“The conquest of victory at the Olympic Games was the highest honor for athletes and their city. Olympic victors were considered heroes. The cities tore down their walls when the Olympic victors returned to their homeland, to show how secure they felt to have among their citizens Olympic winners whose feats were extolled in poems and sculptures.

“More than 40,000 people, athletes, philosophers, politicians, artists, poets, and other pilgrims travelled from all over the Greek world to Olympia to watch the Games. The protection of athletes and spectators during their hard journey was guaranteed by the holy truce when all hostilities and warfare ceased. Olympia, as a neutral and sacred place, was able to promote in a unique way, beyond the trivia of everyday life, the ideals of peace, freedom, equality and mutual respect” (International Olympic Academy, n.d.).

“It is hard for us to exaggerate how important the Olympics were for the Greeks,” Paul Christesen, Professor of Ancient Greek History at Dartmouth College, USA, said to the International Olympic Committee (2022-a).

“The classic example is that when the Persians invaded Greece in the summer of 480 (BCE) a lot of the Greek city states agreed that they would put together an allied army but they had a very hard time getting one together because so many people wanted to go to the Olympics. So, they actually had to delay putting the army together to defend the country against the Persians” (International Olympic Committee, 2022-a).

Around the 6th century BCE, three more Games were developed to create the Panhellenic Games or “All Greek Games”, known as the *Periodos* “circuit.” In addition to the Olympic Games, athletes competed in the Pythian Games in Delphi, as well as the Nemean Games and the Isthmian Games. All Games honored a Greek god and champions were awarded wreaths worn around their heads (The Met, 2004).

As an ode to the ancient Olympic Games, King Archelaos established the Games of Macedonia began around 408 BCE after his victory in the Olympic Games and were considered the oldest “local Olympic Games.” The purpose was to promote Greece and Greek values in Macedonia, as well as popularize the Olympic idea. Alexander the Great, who was known to compete in the Olympic Games was one ruler who took great pleasure in holding the Macedonian Games (Albanidis, personal communication, 2020).

In 279 BCE, King Ptolemy II (Ptolemaia Games) hosted the first Isolympic Games, which they tried to get Greek cities to recognize as an official “Olympic Games.” It was completely modeled after the Olympic Games, but took place in Alexandria, almost 4,000 km away from Olympia (KU Leuven, 2012-b).

Following the tradition of the Olympiad or the four-year cycle between Olympic Games, the ancient Olympic Games of Olympia continued every four years for nearly 12 centuries. From ruler to ruler – through different empires and varying political strongholds in the world – the Olympic Games finally met its match in 393 A.D (History, 2021-a).

Emperor Theodosius I, a Christian, became the first Roman ruler to ban the organization of pagan religious activities through his enforcement of the Theodosian code. The code is thought to have crippled the Olympic Games in Olympia, since it was held at the sanctuary of Zeus, considered to be a pagan god (GraceoMuse, 2012).

However, there is actually evidence in favor of the notion that other games continued, even if not in Olympia.

“Despite the debate, the title of the ‘Olympic Games’ continued to be used elsewhere after the decline of Olympia. Downey asserts that the “Olympic Games at Antioch must have ranked among the most important of the local festivals of the Roman East.”[7] The idea that the title was adopted by games at Antioch and continued throughout the time of Theodosius’ edicts suggests that the Games at Olympia as an event were not prohibited; otherwise events that carried the name elsewhere would have been inclined to dismiss the title and the associations surrounding it as a heresy. However, the Games at Antioch were not prohibited until the early sixth century AD long after the Theodosian code had been established. The Olympiakon stadium itself was still in use till the sixth century” (GraceoMuse, 2012).

Regardless of the reason, the greatest sporting spectacle of the ancient world was suddenly forgotten. Through the next 15 centuries, the Olympic Games were nothing more than a dash in history. It wasn’t until the early 18th century that sport itself took a more contemporary turn. It was during this time; England became the birthplace of Modern sport. Even to this day, most western sports can be derived from England and the spread of sport throughout the world is largely in part to the influence and control the British empire had on the world. Hence, why cricket is played in mostly British colonies (HaynesCymru, 2020).

Along the way, the English established the club system for sports such as thoroughbred racing, cricket, rugby and soccer (Masterallexis, Barr & Hums, 2019).

In the 19th century – baseball originated in the United States at the Elysian Fields in Hoboken, NJ – and it started gaining notoriety because of the Knickerbockers and the Cincinnati Red Stockings, who would barnstorm around the eastern half of the United States (Lahman, 2011).

But even after so much evolution in sport, it wasn’t until 1892 that the concept of the Olympic Games reemerged. Thanks to a French educator by the name of Baron Pierre de Coubertin, momentum was started, although slower than he had initially hoped, for the Modern Olympic world we know today.

On November 25, 1892, Coubertin gave a speech on his vision of an Olympic spirit at the 5th anniversary of the French Athletics Association (Page, 2021).

“In 1892, France was yet to take organized sports to heart, says Stephan Wassong, an expert in the life of Coubertin and head of the Institute of Sport History at the German Sport University Cologne. Physical activity and organized sports were part of the military program but not the school curriculum, unlike the US and Britain.

“Coubertin, a strong advocate for sports' educational value, believed it ‘was good for the brain’ and that ‘the mind and the body could work together, and they helped each other,’ Wassong explains. He'd travelled to England, where sports were already a part of students' daily lives at boarding schools, and where local events like the Wenlock Olympian Games, established in 1850, brought together competitors across a number of disciplines.

“But it was where sports could dovetail with his other passion that gave Coubertin's idea an edge. A sworn internationalist whose writings detail an ‘awakening’ at the World Fair of 1878, he became involved in the world peace movement, which like so many other movements, was centered in Paris at the time.

“Having witnessed Englishman Hodgson Pratt propose an international student exchange to promote tolerance, at the 1891 World Peace Conference in Rome, ‘Coubertin took up this idea and ... linked it with sport,’ says Wassong.

“The speech ‘clearly laid down the educational fundamentals of the Olympic idea -- of Olympism,’ says Wassong, ‘and its mission to build a better world through sport.’

“But though his lofty rhetoric fell on deaf ears that night, Coubertin had the will and the resources, and campaigned around Europe for his modern Olympic Games.

“Two years later he returned to the old Sorbonne, and in the very same room, plans were formalized for the first Games. His message had finally been heard” (Page, 2021).

The governing body for Coubertin's brain child, the International Olympic Committee (IOC) was born out of the meeting and the first Games were set in motion (Barker, 2019).

“In 1896, the Olympics were reborn in Athens, Greece” (Page, 2021).

As irony would have it, Coubertin's "missed" speech from that 1892 night in France has since become known as the Olympic manifesto. In 2019, the original manuscript of the speech sold for \$8.8 million (Page, 2021).

Serving as the IOC president from 1896-1925 (International Olympic Committee, n.d.-r), Coubertin was instrumental in the early development of the Olympic Movement.

"He firmly believed that sport was the key to developing mental energy. He was behind the creation of the five-ring Olympic symbol in 1913, the Olympic Charter and protocol, the athletes' oath and the main components of the Games opening and closing ceremonies. It was also he who said: "The important thing in life is not the triumph but the fight; the essential thing is not to have won, but to have fought well" (International Olympic Committee, n.d.-r).

The figment of Coubertin's imagination – the Olympic Games – has changed in many different ways since the original 1896 event in Athens. From the first Winter Olympic Games in Chamonix, France in 1924 (History, 2022).

to the original torch lighting ceremony at the 1928 Amsterdam Games (The Washington Post, n.d.) to the Nazi Games of Berlin, Germany in 1936 just a year prior to Coubertin's death.

"As the German hosts of the 1936 Berlin Olympic Games began the first Olympic Torch Relay of the modern era, they asked Baron Pierre de Coubertin to provide a message to the torchbearers who would carry the eternal flame from Olympia to Berlin. At the heart of his message, the Baron sought to emphasize that everyone was welcome to join the rising phenomenon of worldwide sport—and that no one could be excluded. While he was careful not to insult the host country, it's clear that this ethic of inclusion, which is mandated for the Olympic Games, flew in the face of the exclusionary ideas of the National Socialists who were organizing the Games. This extract is from his 'Message to the Olympia-Berlin Runners,' which appeared in *Le Sport Suisse* on July 22, 1936.

"Countless stadiums around the world now ring with the shouts of athletic joy, as they once rose from the gymnasiums of Greece. No nation, no class, no profession is excluded. The religion of restored athletics has done more than simply fortify public

health. It provides a sort of joyful stoicism that can help the individual face the daily ups and downs of life” (Coubertin, 1936).

Since its reemergence in Athens in 1896, the Olympic Games have taken place every four years except for three times. In 1916, the event was cancelled due to World War I; while the festival was annulled in 1940 and 1944 for World War II (Roos, 2020). In 2020, the Games were postponed for the COVID-19 pandemic. Although the Tokyo Games will go down in history for many non-traditional COVID-related legacies (cancelled qualification events, testing protocols, no fans in attendance, etc.), the athletes were still allowed to compete for themselves and for their countries, while millions around the world cheered.

In total during the Modern Olympic era, there have been 23 host cities for 29 Summer Olympic Games; while there have been 20 different hosts for 23 Winter Olympic Games (The Library of Congress, 2018).

Since Coubertin’s death in 1937, the Games have taken on nearly a century full of challenges and changes. During the 1968 Mexico City Games, a protest took front stage, when Americans Tommie Smith and John Carlos raised their fists to recognize civil rights injustices taking place in the United States (Blakemore, 2021).

Heading into the 1980 Olympic Games, the Rings were hoping to separate itself from the nasty tarnish left by 1972 Munich and 1976 Montreal. In 1972, a group of Palestinian terrorists forced themselves into the Olympic village and immediately executed two Israeli athletes. Nine more Israelis were taken captive and were eventually murdered as part of the operative (Gangas, personal communication, 2021).

“In 1976, 28 African countries announced just days before the opening ceremony that they would boycott the summer games in Montreal. The boycotters said they refused to participate alongside New Zealand, whose national rugby team had embarked on a controversial tour of apartheid South Africa that summer, in defiance of an informal but widely observed international athletics embargo on the country” (Rosen, 2012).

The next two Olympiads had problems of their own. Considered the boycotted Games of Moscow (1980) and Los Angeles (1984), it’s hard to imagine any way Coubertin could recognize the evolution of the Olympic Movement.

As Coubertin wrote:

“Wars break out because nations misunderstand each other. We shall not have peace until the prejudices which now separate the different races shall have been outlived. To attain this end, what better means than to bring the youth of all countries periodically together for amicable trials of muscular strength and agility” (Muller, 2016)?

Following the protests of the 1980 and 1984 Games, the Rings would again be tarnished in 1988. With Seoul hosting the Olympiad, tension on the Korean peninsula led to a proposed boycott by the North Koreans, who were upset by not being included in host duties. The Soviet Union and China played peacemakers, advising the North Koreans to not sit out the Games (Gangas, personal communication, 2021). Despite their efforts, North Korea and ally Cuba stayed true to their word and didn't participate in Seoul (Little, 2018).

Moving forward into present day, boycotting the Games is still at the forefront of conversation around the Olympic Movement. With Beijing set to host the Winter Games in 2022, there is a lot of controversy surrounding human rights issues in the host nation.

A discussion in a Council on Foreign Relations article by Maizland (2021) sets the stage for the anti-Beijing Olympic coalition:

“China is facing intense criticism for its human rights record. Several countries, including the United States, have accused China of committing genocide against Uyghurs and other Muslim minorities in the Xinjiang region, allegations that China denies. Rights groups have also called attention to Beijing's repression in Tibet and its crackdown on freedoms in Hong Kong.

“A coalition of nearly two hundred rights groups argue that participating in the Beijing Olympics would be turning a blind eye to these abuses and could be seen as ‘an endorsement of the Chinese Communist Party's authoritarian rule.’ The International Olympic Committee (IOC), which organizes and oversees the games, has sought to avoid the controversy, reaffirming that it maintains a ‘neutral’ position on political issues.”

In June of 2021, 11 Parliaments met to discuss how to proceed with the 2022 Beijing Games. In addition to the United States, the committee was made up of representatives from the United

Kingdom, the European Parliament, Germany, Italy, Canada, Czech Republic, Switzerland, Sweden, Denmark and Lithuania (Inter-Parliamentary Alliance on China, 2021).

United States Speaker of the House Nancy Pelosi (2021) furthered her sentiments on the matter in a press release:

“Here's what I propose, and join those who – is a diplomatic boycott. I don't know if it's possible, because we have not succeeded in the past. And I'm a big sports fan. I watch the Olympics in the middle of the night. You ever see me during the Olympics season, and I'm never sleeping. I'm always watching because usually it's in a different time zone. And to see the discipline, the focus, the dedication of our young, of our athletes out there is just the sources of such pride. Let's honor them at home.

“Let's not honor the Chinese government by having heads of state go to China to show their support for their athletes.”

When asked about the International Olympic Committee's (IOC) official response to the human rights situation in China as it relates to the 2022 Beijing Olympic Games, IOC President Thomas Bach stated the following:

"We can only repeat and give advice to learn from history - a boycott of the Olympic Games has never achieved anything.

"It also has no logic, why would you punish the athletes from your own country if you have a dispute with the Government of another country?

"This just makes no real sense.

"The athletes would be the ones who are suffering" (Morgan, 2021).

Some might argue that the Games as they are in the 21st century wouldn't be supported by Coubertin. That his Movement, which started as a fundamentally educational platform for developing young people and uniting the world has turned into a political spectacle and a commercial marketplace with only the largest players (nations, sponsors, spectators) in the world able to fully participate.

However, one thing is definitely for certain. Regardless of what Coubertin’s perspective on the matter would be, the Olympic Movement has continued to assert itself as the premium athletic competition in the world. As shown in figures 4 and 5, since 1896, the number of athlete participants and the number of nations has steadily increased:

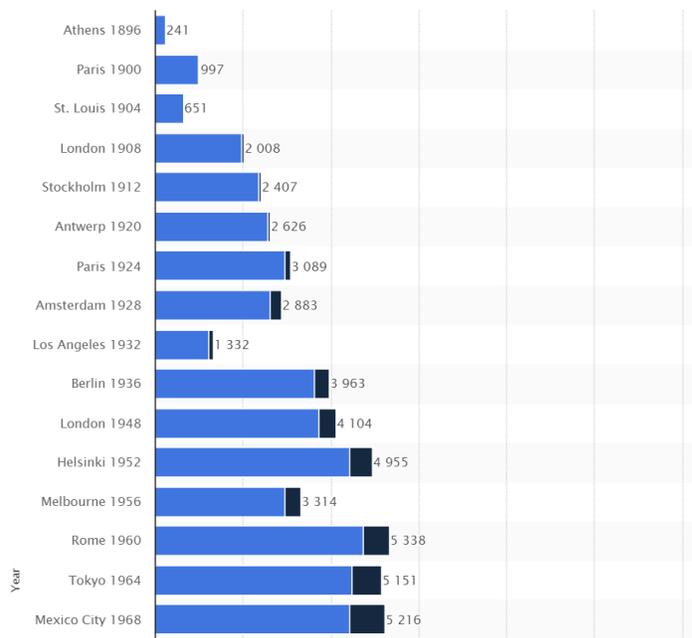


Figure 4: Number of participating athletes by Olympic Games *Source: O’Neill (2021)*

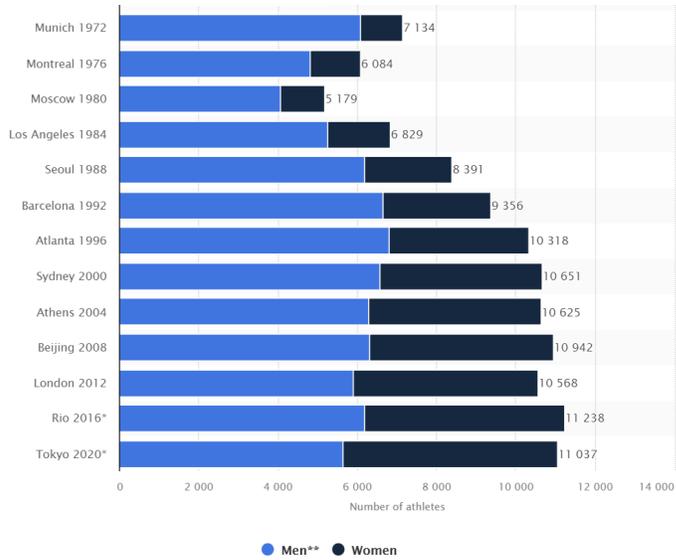


Figure 5: Number of participating athletes by Olympic Games (continued)

Source: O'Neill (2021)

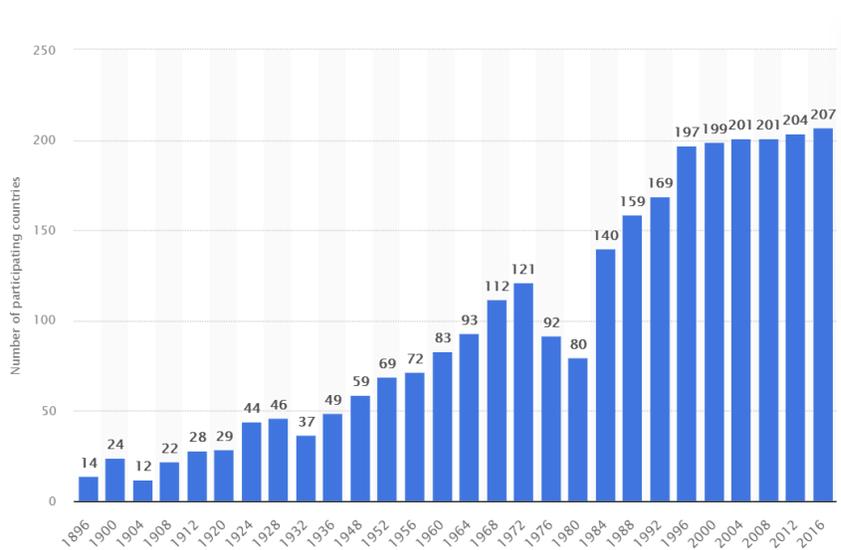


Figure 6: Number of participating nations by Olympic Games Source: Lange (2020-b)

In addition to increased participation amongst athletes and nations, the International Olympic Committee's Five Rings symbol has become one of the most identifiable logos in the world (Casella, n.d.).

As shown below in figure 7 from Statista, the brand value of the Summer Olympic Games reached an all-time high of \$417 million in 2017, after the conclusion of the 2016 Rio Games:

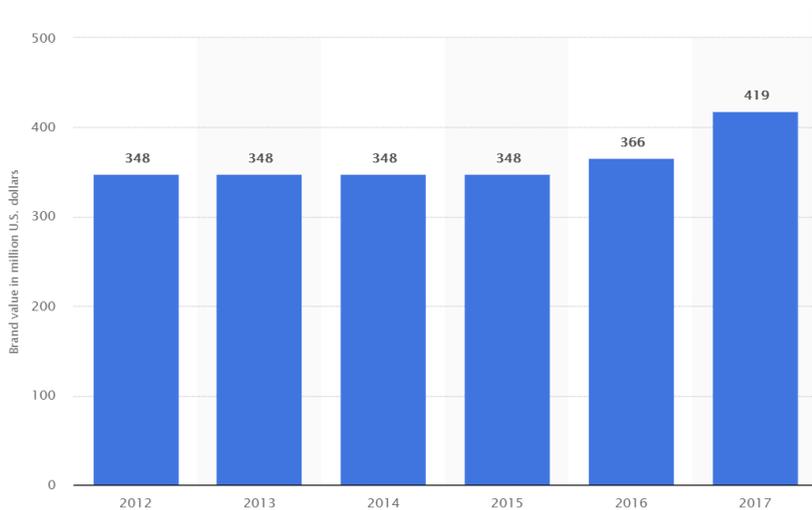


Figure 7: Brand Value of the Summer Olympic Games *Source: Lange (2020-a)*

The next decade of the Olympic Games is sure to provide new challenges and changes, but only time will reveal what's in store for the constituents of the Rings. As the Olympic Movement hangs in the balance of the upcoming Games (2022 Beijing, 2024 Paris, 2026 Milan, 2028 Los Angeles, 2032 Brisbane), it is important to recognize the contributions of the ancient Greeks, Coubertin and the many ambassadors who have propelled this vision forward into present day.

1.4 Previous Olympic Games Hosted in the United States

Building off an introduction to Olympic sport and a brief history of the ancient and modern Olympic Games, it is relevant to mention previous Olympic Games hosted in the United States. As Americans are set to welcome back the XXXIV Summer Olympiad to Los Angeles in 2028, becoming only the third city to host the Games three times (London: 1908, 1948 and 2012; Paris

1900, 1924 and 2024; Los Angeles: 1932, 1984, 2028), it will be the ninth time a U.S. city has hosted the Olympic Games (Ekert, 2022).

1904 St. Louis

Following in the footsteps of the 1896 Athens Games and the 1900 Paris Games, the third-ever Modern Olympiad took place in St. Louis, Missouri as a part of the World's Fair.

“Chicago originally won the bid to host the first Olympics in the United States. However, organizers of the Louisiana Purchase Exposition (otherwise known as the St. Louis World's Fair) in Missouri did not want another international event to occur in the same timeframe. So, the 1904 Olympics were forced to be moved to St. Louis and become part of the World's Fair” (Ekert, 2022).

Prior to St. Louis, the medals of the 1896 Athens Games were awarded to the top two participants of each event. The Olympic champion was given a silver medal; while the second-place finisher was presented a bronze/copper medal (International Olympic Committee, n.d.-a).

Four years later in 1900, the Paris medal concept was slightly different. The winner was given a silver medal gilded with gold. The runner-up received a silver medal and a bronze medal was awarded to the third-place finisher (International Olympic Committee, n.d.-k).

In St. Louis, for the first time, the gold, silver and bronze cadence was used to recognize the top-three athletes in each discipline, respectively. Gold, silver and bronze has been used to honor Olympians ever since (Ekert, 2022).

1932 Lake Placid

Held during the Great Depression in a small resort town located in the Adirondack Mountain range of upstate-New York, Lake Placid was the host for the first Winter Olympic Games on American soil. The III Winter Olympiad introduced the first use of the medal podium, a symbol which has become synonymous with the Olympic Games (Ekert, 2022).

Lake Placid was able to secure the Games “with funding from the New York State Legislature the first bobsleigh run in North America was built along with a 60-metre ski jump and the first indoor skating rink in Winter Olympic history” (Canadian Olympic Committee, n.d.).

1932 Los Angeles

1932 proved to be the year of the Olympic Games in the United States. Hosting just five months after Lake Placid, Los Angeles took its turn on the center stage of the Olympic world. Despite a world of people suffering with the ongoing economic depression, the 1932 Games were able to provide a memorable spectacle for athletes and fans.

“Despite the low attendance from athletes, a record American crowd gathered live to see the Opening Ceremony in the newly-constructed Los Angeles Memorial Coliseum. The Los Angeles Olympics were also historic for another reason: It was the first time in Olympic history that the Games were cut to just 16 days. Previously, competition had lasted 79 days” (Ekert, 2022).

1960 Squaw Valley

Returning the Games to American soil for the first time in nearly 30 years, California was again selected to host athletes and nations from abroad. The second rendition of the Winter Games in the United States, Squaw Valley had just one registered citizen when its bid was chosen by the IOC.

Iconic to the world of sport in the 21st century, the 1960 Games in Squaw Valley were notable for many reasons, none bigger than the introduction of “instant replay.”

“When officials became unsure as to whether a skier had missed a gate in the men's slalom, they asked CBS-TV if they could review a videotape of the race. This gave CBS the idea of inventing the now ubiquitous ‘instant replay’” (International Olympic Committee, n.d.-o).

For the first time in the Winter Games, the sports of men’s biathlon and women’s speedskating were added to the docket (International Olympic Committee, n.d.-o).

“It was the first and only time that all alpine and skating events, and the 80-meter ski jump, were within walking distance of one another. Skiers and skaters watched and cheered at each other’s events on the way to and from their own competitions,’ Eddy Ancinas, a volunteer guide for the Squaw Valley Olympics wrote in *The Atlantic* in 2009” (McNearney, 2018).

1980 Lake Placid

For the second time in less than 50 years, Lake Placid hosted the Winter Olympic Games. With the closest major airport more than 130 miles away in Albany, New York, Lake Placid has proven to be one of the most notable Winter Olympic Games in history. The inspiration for the movie “Miracle,” the 1980 Games were highlighted by the improbable success of the United States men’s hockey team.

“In one of the most dramatic upsets in Olympic history, the underdog U.S. hockey team, made up of college players, defeats the four-time defending gold-medal winning Soviet team at the XIII Olympic Winter Games in Lake Placid, New York. The Soviet squad, previously regarded as the finest in the world, fell to the youthful American team 4-3 before a frenzied crowd of 10,000 spectators. Two days later, the Americans defeated Finland 4-2 to clinch the hockey gold” (History, 2021-b).

Of other significance, the Lake Placid Games were the first Winter Games to utilize snow machines to ensure ideal winter conditions for outdoor events (International Olympic Committee, n.d.-d).

1984 Los Angeles

Los Angeles hosted the Summer Olympic Games for the second time in 1984. After Tehran, Iran withdrew from consideration, Los Angeles was awarded the Games as the only official bid city.

“Among the many innovations and memorable features of the 1984 Olympic Games were:

“For the first time, volunteers comprised a significant portion of the Games workforce. Approximately 30,000 volunteers were part of the staffing plan.

“For the first time since the Los Angeles Olympic Games of 1932, the Games finished in the black financially. The Organizing Committee realized a surplus of \$235 million.

“The Organizing Committee received no revenues from taxes. The primary revenue sources were television rights sales, ticket sales and sponsorships.

“A record 5.7 million tickets were sold, or 83% of capacity.

“Los Angeles was permitted to add two ‘demonstration sports’ to the program and selected baseball and tennis, both of which subsequently were added to the Games as medal sports.

“A 10-week Olympic Arts Festival preceded the Games and celebrated the cultural richness of Los Angeles and The United States through well-attended programs in dance, music, theater and visual arts.

“The 1984 Games were the first to use colorful themed graphics to surround the field of play at each venue. The term ‘look of the Games’ came into common usage as a result of Los Angeles’ innovative design program” (Southern California Committee for the Olympic Games, n.d.).

The innovation of the 1984 Los Angeles Games will be discussed more detail in the “legacy” section of this study.

1996 Atlanta

After the unparalleled success of the 1984 Los Angeles Games, Atlanta was given the opportunity to host the XXVI Summer Olympiad. Highlighted by boxing gold medalist from 1960, Muhammad Ali (born Cassius Clay) lighting the cauldron during the Opening Ceremonies, the Georgia capital city hosted athletes from all 197 recognized National Olympic Committees for the first time in history.

The sport program was headlined by the additions of “beach volleyball, mountain biking, lightweight rowing and women's football, along with the first women-only sport, softball” (Ekert, 2022).

2002 Salt Lake

After the United States and the world were saddened by the tragedy of September 11, 2001 and the terrorist invasion of American soil, the Olympic world looked to Utah for the 2002 Winter Olympic Games. These emotional Games started with the tattered remains of an American flag from the World Trade Center being marched into the Opening Ceremonies. The next two weeks in Salt Lake City would prove to be an integral first step in rebuilding the hopes of a devastated United States.

“The Salt Lake City Olympics was a historic one for the Black community. American athlete Vonetta Flowers became the first Black athlete to take home a winter gold medal in women’s bobsleigh and Canadian ice hockey player Jarome Iginla followed as the first Black male winner” (Ekert, 2022).

Australia and China claimed their first-ever gold medals at the Winter Olympic Games (International Olympic Committee, n.d.-l) riding the performances of Alisa Camplin in the women’s aerials competition (International Olympic Committee, n.d.-m), Steven Bradbury in the 1000m short-track speedskating event (International Olympic Committee, n.d.-n) and Yang Yang in the 500m and the 1000m women’s short-track speedskating discipline (International Olympic Committee, n.d.-n).

1.5 Introduction to Legacy

On September 13, 2017, at the 131st International Olympic Committee (IOC) Session in Lima, Peru the IOC officially named the host cities for the 2024 and 2028 Olympic Games. It was the first time in history two host cities were named simultaneously. In honor of the centennial celebration of the 1924 Paris Olympic Games, the French capital was awarded with the 2024 Olympic Games (Rubin, 2017).

Concurrently, the City of Angels, Los Angeles received the 2028 Olympic Games (Rubin, 2017). Los Angeles 2028 will mark the return of the Olympic Games to the United States for the first time since the 2002 Salt Lake City Games and the return of the Games to Los Angeles after previously hosting in 1932 and 1984.

Paris and Los Angeles will join London as the only three time hosts of the Olympic Games (Beard, 2020). Part of the appeal of Paris and Los Angeles being awarded hosting duties again are the positive, long-term legacies the two cities have engraved on the Olympic Movement from previous Games.

In this examination, we will focus on the effectiveness of the legacies of the Salt Lake City Olympic Games. However, before analyzing the landscape of the previous United States “home” Games, it’s vital to comprehend the definition of “legacy.”

Dictionary.com (n.d.-b) defines a legacy as “anything handed down from the past.”

Preuss describes the term in a more specific way, “Irrespective of the time of production and space, legacy is all planned and unplanned, positive and negative, tangible and intangible structures created for and by a sport event that remain longer than the event itself” (Preuss, 2007).

Legacies can be found in all walks of life. The Windsor’s of England have a long-lasting legacy as the Royal Family of the United Kingdom. Michael Jordan has a legacy as the greatest basketball player of all-time. Hiroshima has a legacy as one of the sites most affected by World War II. As can be seen from the examples mentioned, a legacy can come in all shapes, sizes and forms.

According to Lienhard (personal communication, 2021), here are the elements of legacy:

1. “Something that remains longer than the impact. Legacy is existent before and/or after the event takes place.
2. “Something that develops new opportunities out of an initial impact and may even get its own dynamics over the time as the environment changes.
3. “Changes, causing positive and negative outcomes for particular stakeholders. Often the same legacy can be positive for some but also negative for others.
4. “Something that can be tangible but also intangible. Intangibles cause measurement problems by nature.
5. “Something without borders. Legacies can be individual, local but also international and even global.
6. “Something that often is affected indirectly by the event impact.”

The importance of legacy for the Olympic Movement is a topic, which is widely discussed around the world by Olympic enthusiasts and critics alike. The International Olympic Committee (IOC) and the Modern Olympic Games were founded by Baron Pierre de Coubertin (International Olympic Committee, n.d.-r), because of the very long-term, positive legacy of the Ancient Olympic Games. It is that legacy, which still carries the Movement forward in 2021.

Simply put – legacy is the most important aspect for the future of the Olympic Movement, because it pertains to everything. In order for the Games to continue successfully, the IOC needs all stakeholders to continue to support the cause. From cities to sponsors to athletes to fans to volunteers, the list goes on and on.

When cities bid to host the Games, they are tasked to showcase the short-term and long-term impact the event will have on the city, the country and the Movement as a whole. The IOC asks potential hosts to identify legacies as they pertain to a number of different areas, including economic feasibility, educational values, sustainability, social integration and world peace among others.

It's fair to say, no one wants to be associated with something that is deemed negative. Without a positive legacy from the Games, cities will stop feeling the need to host. Sponsors will decide not to support financially. Fans will become disinterested and won't attend or watch. Athletes will stop eyeing the Games as something worthy in which to train. Volunteers will stop their involvement. The Movement will become of lesser importance and will cease to exist.

As Noor (2020) states in the book *The Los Angeles Olympic Games: Planning Legacies*:

“Legacies are tangible or intangible, positive or negative, short-or long-term impacts the Games have on Olympic host cities.”

In preparation for hosting the 2028 Games in Los Angeles, the city has some big shoes to fill. There are many lasting legacies from each of the previous LA Games.

In 1932, the Games set a remarkable feat, when more than 105,000 spectators entered the Coliseum Olympic Stadium to view the Opening Ceremonies (International Olympic Committee, 2017-a). The attendance was a positive legacy for the Movement as a whole, showcasing the strength of the brand and the willingness of people to spend resources to be involved with the Games. Though it would be another 52 years before LA would host the event again, the success of 1932 would provide enough of a long-term legacy to seal the deal again in 1984.

In addition, the first rendition of the LA Games also set a precedent on the length of the Olympic schedule of events. Prior to 1932, the Games hadn't been shorter than 79 days. In 1932, the Games were shortened to 16 days. Since then, the Games have always been between 15-18 days

(International Olympic Committee, n.d.-e). The biggest reason this is a positive long-term legacy is because of the financial implications. It is much more cost-effective for an event to last 15-18 days, rather than 79 days, in an environment where it is very difficult to be cost-effective.

While there was a sharp economic depression in the world in the 1920's and 1930's, Los Angeles made the financially-conscious decision to utilize many existing venues, rather than building new venues (International Olympic Committee, 2017-a). It was a decision, which was mimicked in 1984 and it will again be the philosophy of 2028, continued by many to be the most sustainable bid in Olympic Games history. With the growing emphasis on effectively managing resources, it is safe to say it will probably be the philosophy moving well into the future.

When discussing the legacy of the Olympic Movement, one would be remiss to not mention the Olympic Games of 1984 in Los Angeles. The second edition of Los Angeles is perhaps one of the most noteworthy Games in history, because of the impact it had on changing the structure of the Olympic Movement. Bidding for the Games during the 1970's and early 1980's wasn't popular at all.

Just eight years earlier in 1976, Montreal had racked up \$1.5 billion of taxpayer debt from the Summer Games. The 1972 Munich Games had been marred by a catastrophic hostage situation, which proved to be deadly. Denver had briefly been awarded the 1976 Winter Games, before lack of public support forced the hand of the city to recuse itself. Tension from the Cold War led to several countries boycotting the 1980 and eventually the 1984 Games as well (Walker, 2014).

The need for LA to revolutionize the Games in 1984 was imminent. In fact, the only three cities that showed interest in hosting were Tehran, Los Angeles and New York City. Since each country is only allowed to put forward one host city, Los Angeles was selected by the United States Olympic Committee (Walker, 2014). Tehran withdrew its bid after policy changes following the Iranian Revolution (Downey, 1998). Los Angeles became the de facto winner.

At the time of the LA victory, the legacy being left behind by previous host destinations had not been positive and it was casting a dark shadow over the shaky future of the Olympic Movement. Afterall, how could the Games go on without a city willing to take on the massive responsibility and potentially the resounding and certain financial burden.

Enter Peter Ueberroth, the head of the LA84 Organizing Committee. Ueberroth, a businessman is remembered for privatizing the Games for first time in history. Walker (2014) discusses the changes of LA84:

“Accordingly, the games would be funded by unprecedented corporate sponsorships, impressive private fundraising, and, for the first time on U.S. soil, television deals. The committee sold the television rights to the broadcast to ABC for \$225 million, raising a large amount of money far in advance of the games. Leave it up to the entertainment capital of the world to strike such a smart deal.”

“Instead of building anew, which had led Montreal to seriously overrun costs, the organizers used most and modernized close to 70% of the stadia used in the 1932 Games. Only three sports—swimming, shooting, and cycling—required new facilities” (Noor, 2020).

The irony behind the privatization of the Games was the initial response to the proposed bid. From the summary of the 1984 Los Angeles Olympic Games by the IOC (2019):

“The bid was criticised for depending heavily on existing facilities and corporate sponsors. However, the Games produced a healthy profit of \$223 million (USD) and became the model for future Games.”

The sponsorship plan created by Ueberroth and the organizing committee gave category-specific control for companies. This approach was in turn implemented by the IOC and named the TOP Program. The TOP Program is the highest level for sponsorship of the Olympic Movement. In 2021, the TOP Program consists of 15 different organizations of whom contribute significant financial resources to the IOC (International Olympic Committee, n.d.-p).

According to Noor (2020):

“In summary, LA did not only save the 1984 Olympics as the only bidder at the time, but also through its legacies. The invention of a new funding model and proofing the model’s viability immediately erased the fear over debt that the Montreal and Moscow Games had spiked. The possible financial gain for local governments renewed interest in the Games as a local economic and tourism booster from cities around the globe. Transferring LA’s

funding model to the IOC also ensured a continuing cash flow to the organization that had been struggling with finances. Because of LA's minimalistic investment in urban infrastructure to stage the Olympics, the LA Games also dispersed worries over unused stadia post-Games. Staging the Games without any terrorism attacks further reduced fears that had built with the Games in Mexico City and Munich. Thus, the powerful legacies of the 1984 Games signaled to the IOC a second time, that LA can save the Olympics."

The reality of the Olympic Movement since 1984 hasn't been all sunshine and rainbows. In fact, it hasn't made it any cheaper to host a Games. Despite the revitalized funding structure of the Games set in place by Los Angeles, the costs to host have become more and more extravagant through the years. The most expensive Games of record to date, prior to Tokyo 2020¹, were the 2014 Sochi Games at \$21.9 billion (Carp, 2020).

Since 1960, the average cost of hosting the Summer Olympic Games is approximately \$6 billion, while the Winter Olympic Games averages about \$3.1 billion. To date, the Tokyo Olympic Games are already on pace to amass \$25 billion (Carp, 2020).

The unruly financial burden is a massive threat to the short-term and long-term legacy of the Olympic Movement. With driving costs to host, fewer cities have the ability to bid on the Games. Even those cities that do step to the plate run the risk of angering the citizens of their respective areas. Potential bids like Boston, Budapest and Calgary all floundered, because of a lack of public support.

Sun (2017) reported on Budapest dropping out of the 2024 race in a Christian Science Monitor article:

"Some may say Budapest's withdrawal did not come as a surprise – the Central European city had always been a long-shot candidate. Yet, after a series of cities decided against the Games over concerns over their massive public costs in recent years, Budapest's bowing out once again highlights the growing dilemma the International Olympic Committee (IOC) faces in making the Games an international event but also affordable one for host cities."

In a Bloomberg CityLab article, Sims (2017) discusses the worries Bostonians had with the city's Olympic bid:

“I think the most important talking point we had was around the taxpayer guarantee. The International Olympic Committee requires host cities to sign a contract saying taxpayers will be responsible for cost overruns. And the boosters behind Boston 2024 made all sorts of promises about how the public would be protected. But they weren't able to produce anything substantive that showed that, and they were still asking for the blank check. So it was hard for the public to trust the boosters and ensure there wouldn't be costs to pay in the case of overruns, as there have been in all of the recent Olympics.”

Continued concerns by citizens around the world and a lack of cities willing to bid are just a couple of negative legacies the IOC is currently taking on headfirst. As highlighted by the 2014 Sochi Games, cheating is a prevalent issue in the Olympic space.

“Russia, which has tried to showcase itself as a global sports power, has been embroiled in doping scandals since a 2015 report commissioned by the World Anti-Doping Agency (WADA) found evidence of mass doping in Russian athletics.

“Its doping woes have grown since, with many of its athletes sidelined from the past two Olympics and the country stripped of its flag altogether at last year's Pyeongchang Winter Games as punishment for state-sponsored doping cover-ups at the 2014 Sochi Games” (Reuters, 2019-b).

Corruption is another negative legacy of the Olympic Movement. Following the 2016 Rio Olympic Games, every single boxing referee and judge was banned from the 2020 Tokyo Olympic Games (Gibson, 2016).

Just last month, there were allegations that surfaced claiming the Tokyo Organizing Committee and specifically a Japanese gentleman named Haruyuki Takahashi was provided \$8.2 million to secure IOC votes to ensure the Games were allowed to take place as planned (Zirin & Boykoff, 2020).

The addressed issues and a myriad of other reasons have led the IOC to take the first steps towards attempting to fix the system of the Olympic Movement. What came to fruition was Olympic Agenda 2020, “a set of 40 detailed recommendations whose overarching goal was to safeguard the Olympic values and strengthen the role of sport in society” (International Olympic Committee, 2014-a).

Every single one of the 40 recommendations (see Appendix I) directly and indirectly deal with the importance of legacy. Largely, the guidelines put in place by the IOC deal with financial feasibility, responsibility and transparency, as well as increased opportunities and sustainability.

For example, recommendation three pertains to reducing the cost of bidding on the Games. Before a city can even bid on the Games, the IOC has to invite the city to bid (International Olympic Committee, 2014-a). By invitation only, it reduces wasted resources. By reducing the financial obligation to bid, it allows for a more cost-effective proposal, which will hopefully garner more support and lead to a more favorable short-term and long-term legacy.

Recommendation 11 refers to fostering gender equality (International Olympic Committee, 2014-a). By focusing on gender equality, the Olympic Movement can attract a wider audience and ensure participation opportunities for the next generation of stakeholders. The IOC can also become a key player and a proactive voice in a hot topic issue in the world.

As American fashion designer, Donna Karan (n.d.) famously said, “Delete the negative; accentuate the positive.”

The future of the Olympic Movement is at risk of faltering, due to the negative legacies associated with the Games. As we’ve seen through years of history, legacy isn’t just important; it’s imperative. All is not lost. There are still plenty of positive legacies connected to the Five Rings. However, it is up to the IOC to ensure the successful implementation of the Agenda 2020 recommendations. It is also up to the future host cities to hold the Olympic Games like the most fragile heirloom imaginable, maintaining unwavering respect and dedication. It is through this commitment that the Games will outlive all of us and reinforce the values de Coubertin set in place in 1894.

As we imagine the endless possibilities of the LA 2028 Games, we will examine the educational legacies of the most recent Olympic Games in the United States: the Salt Lake City Games of 2002.

1.6 Introduction of Education

The focus of this study will relate to the educational initiatives of the previous two American Olympic Games (1996 Atlanta and 2002 Salt Lake City). As a result, it is important to provide a working definition of education for the purposes of the rest of the examination.

Education as defined by Britannica is a “discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various nonformal and informal means of socialization (e.g., rural development projects and education through parent-child relationships)” (Mukerji, n.d.).

Merriam-Webster provides a similar definition for education:

“The action or process of teaching someone especially in a school, college, or university”
(Merriam-Webster, n.d.-a).

Building off the commonalities between the two definitions, education is the process of teaching and reciprocally the method of learning. The transaction of education requires an exchange of information regarding a certain field of study or discipline.

For the nature of this thesis examination, it is important to think of education from a macro sense and not just as it relates specifically to being in a classroom or a school and not explicitly between a teacher and a student in the traditional sense. Rather, education should be considered strictly as the commonality between the two definitions as stated above: a transaction providing an exchange of information about a topic.

Through this study, three different initiatives will be thoroughly observed through an educational context. Each of these initiatives will be discussed in detail later.

1.7 Educational System in the United States

The United States is the third largest nation in the world with a population of roughly 330 million people, substantially trailing China (~1.394 billion) and India (~1.326 billion), who collectively contribute about 35% of the people in the world (United States Census Bureau, 2020). However, despite the disparity in number of inhabitants, the United States remained the leader in higher education until 2001, when Chinese universities surpassed the output of graduates from American universities. Currently, the second leading country for higher

education, the United States continues to be the premier destination for international students studying abroad, surpassing one million students for the 2015/2016 academic calendar year (Loo, 2018). The decentralized approach towards education in the United States has been integral in offering personalized opportunities for students, both domestically and internationally.

To comprehend the development of education and curricula, it is first important to understand the two different methods, which exist within the industry. The first method is the centralized education system. A centralized education system is controlled by a focal entity, mostly under the arm of the federal government.

“Centralization refers to the condition whereby the administrative authority for education is vested, not in the local community, but in a central body. This central body has complete power over all resources: money, information, people, technology. It decides the content of curriculum, controls the budget, is responsible for employment, the building of educational facilities, discipline policies, etc. (Brennen, 2002).”

Greece, which according to Sideris (2015) is considered one of the most centralized educational systems in the European Union (EU), is under the control of the Greek Ministry of Culture, Education and Religious Affairs (Constantinides, 2015). According to a study by the EU, Greece allows their schools the least amount of autonomy, in areas such as teaching methods and the textbook selection (Sideris, 2015).

Lack of autonomy for schools and educators is one of the major disadvantages of the centralized approach. A lack of autonomy can lead to disengaged teachers, who are the product of the state, civil servants (Sancar, 2012, p. 3). Rather than empowering teachers to create a tailored lesson plan and curriculum delivery, students are delivered a stock plan, which might be outdated and lacking in connection.

The centralized method also focuses on teaching all students, regardless of ability and disability, the exact same curriculum (Mountakis, personal communication, 2020). This is a disadvantage, because not all students learn in the same way. According to Rasmussen College, the four different types of learning styles are auditory, kinesthetic, reading/writing and visual (Malvik, 2020). A centralized educational system might fail to deliver to each of the learning styles, leaving a number of students behind.

Finally, a centralized model “is conducive to creating a regulated society, where the emphasis is not on questioning, exploring and discovering, but on acquiring a set body of knowledge delimited by authorities (Mountakis, personal communication, 2020).”

An example of this is observable in a study conducted by the Woodrow Wilson Foundation (WWF), an American based entity. Despite the decentralization of the system in the United States, the focus of the WWF study keys on a more centralized aspect. In their research, surveyors took a sample from each of the 50 states to determine the effectiveness of history education in schools.

“The researchers concluded that too much passive instruction—relying on textbooks and lectures, with lots of memorization of facts, dates, and places—explains students’ poor grasp of history. History instruction must be changed to become more relevant and engaging, with interactive approaches to teaching, and an emphasis on deep understanding, the researchers argue (Gewerts, 2019).”

Despite the mentioned shortcomings, there are also advantages to the centralized model. One advantage of the centralized approach is the ability to completely control the information and the methods, which are being taught to the students. There is no need to worry about an individual school or teacher failing to provide the correct curriculum to properly educate their students. Each student is taught the exact same information, with the exact same methods, providing a uniform standard across the board (Mountakis, personal communication, 2020).

Another benefit of a centralized approach is the allocation of resources, such as budget (Douglas, 2013). There is no competition from schools fighting against each other, because they are all given the same funds, with no excess “wasted” money. There is also no competition from students fighting to be accepted by “more advanced” institutions, which might better their chances of having a heightened experience. Regardless of socioeconomic standard, the centralized approach, in theory, provides the same educational opportunity for all students.

Lastly, a centralized model creates national bonds among students, educators and schools (Mountakis, personal communication, 2020). The central educational body has the ability to incorporate the “agenda” deemed most pertinent by the nation. Furthermore, decision-making

can be more efficient in a centralized approach and can be easily implemented with a top-down approach, since there are fewer people involved.

The other approach to developing an educational system and curricula is the decentralized model. The decentralized method is the opposite of the centralized approach. As opposed to having a controlled focal entity controlling education, a decentralized system passes the power to local entities. Rather than the federal government assuming responsibility, state and local administrations shoulder the decision-making (U.S. Department of Education, 2008).

Similar to the centralized method, there are disadvantages of a decentralized approach. The first disadvantage of a decentralized educational system is the lack of consistency across the board. Just like in any model, where multiple people are making decisions about what is most important, the decentralized approach gives the power of choice to local bodies. This makes it difficult to ensure students are where they need to be, in terms of learning. It also makes it difficult to compare students from different schools, areas, states, etc. In this way, entrance examinations and standardized testing proves to be less effective on the whole (Winkler, n.d.).

Another disadvantage of the decentralized approach is the ability of decision-makers to apply political influence. With more power and less regulation, political interest can more easily be implemented. This issue can further emphasize the lack of consistency, which comes at the detriment of the students.

In addition, Douglas (2013) mentions a final limitation in her article for EducationWeek:

“A potential downside of the decentralized structure is that local decisions may not align with the larger organizational goals around budgets, efficiency, messaging, operations, legality, etc.”

For example, according to Winkler (n.d.) in the StateUniversity.com’s Education Encyclopedia:

“The leaders of national teacher unions also lose power to the extent that salary negotiations, teacher recruitment, and teacher promotion are moved from national to lower levels of government. Union members may also fear lower salaries if the funding of education is moved to local governments with fewer sources of government revenues. In countries where being elected head of a teacher union is an important stepping-stone to

a political career, decentralization of labor negotiations is likely to reduce the political importance of leading the national union.”

On the contrary, the decentralized educational system has many advantages. Through the lens of the student, the decentralized model provides the ability to cater teaching to each and every student, despite his or her learning style or ability level. According to Mountakis (personal communication, 2020), the decentralized approach has the ability to include students, despite “regional, social, ethnic, religious groups, etc.”

Also, from Mountakis (personal communication, 2020):

“The teacher feels more responsible for the pupil’s development and so cares more about the content and implementation of the curriculum.”

Whereas the centralized model inhibits autonomy within educators and schools (Sancar, 2012, p. 3). The decentralized model promotes autonomy (Winkler, n.d.). The teachers are in the classrooms with the students every day, focusing on how they can best relate the material. Should a concept be a little more difficult for the students, the course schedule can be adjusted to accommodate. While this still doesn’t fix the problem of national measurement, it does enforce the ability to conceptually understand and apply.

McGinn and Welsh (1999) provide another benefit of decentralization in their article for the United Nations Educational, Scientific and Cultural Organization:

“In some cases it is a question of increasing efficiency in management and governance. Where the state bureaucracy appears heavy and slow, where it has proven unable to tackle issues of teacher deployment, teacher payment, purchase and distribution of equipment and material or maintenance of buildings, decentralization appears to be the solution: it can allow a faster identification of problems and the search for more appropriate responses (p. 9).”

“The United States has a decentralized education system based upon our federal Constitution, which reserves power over education to the states and local authorities, as well as to individual schools and higher education institutions (U.S. Department of Education, 2008).”

The structure for the education system in the United States is still a top-down approach, despite being a decentralized model. There is a presence on three levels: national, state and local.

In research from Loo (2018) for the World Education + Reviews, he mentions the role of the United States federal government in education:

“While the federal government is not directly in charge of education at any level nationwide, it does play a role in a variety of ways. The person most directly responsible for education policy at the federal level is the Secretary of Education, who is in charge of the Department of Education. The Secretary and Department of Education are part of the executive branch of government and thus answer directly to the President of the United States. The Secretary of Education is appointed by the President and confirmed by the U.S. Senate (one of the two houses of Congress).

“The U.S. Department of Education describes its roles in the following ways:

- “Establishing policies on federal financial aid for education, and distributing as well as monitoring those funds.
- “Collecting data on America’s schools and disseminating research.
- “Focusing national attention on key educational issues.
- “Prohibiting discrimination and ensuring equal access to education.

“The Education Department is responsible for executing most of the federal education laws and the president’s education policies. One of its biggest roles is the dissemination of federal funding to states and individual schools and institutions for various purposes, including financial assistance to eligible applicants throughout the nation.”

Loo (2018) also discusses the state’s role in education:

- “Because states are ultimately responsible for education within their jurisdictions, most state constitutions include provisions for how education is to be administered. According to the U.S. Department of Education, state governments are generally responsible for the following:
- “Developing curriculum guidelines and performance standards
- “Providing technical assistance to school districts and schools

- “Licensing private elementary and secondary schools to operate within their jurisdictions
- “Licensing or certifying schoolteachers and administrators
- “Administering statewide student achievement tests
- “Developing accountability plans and reporting on student performance to the U.S. Department of Education
- “Defining minimum requirements for high school graduation
- “Distributing state and federal funding to school districts
- “Establishing the minimum number of school days per year

“In most states, a state board of education is in charge of educational policymaking, usually at the discretion of the state legislature. Members of the state board of education are either elected or appointed by the governor or legislature.

“The state department of education typically implements all education-related policies within the state. The leader of the department may be called ‘superintendent, commissioner, director or secretary of education,’ according to the Education Department. The top administrator may be elected or appointed by the governor or state board of education. Education is one of the largest budget items among all states and territories.”

The last level of the education system in the United States is the local level. Loo (2018) defines the local level in the following way:

“Each state in the U.S. is divided into smaller administrative units known as counties (singular: county), with the exception of the state of Louisiana, in which they are called parishes (singular: parish). The other type of local government is municipal government, that of individual cities and towns. Counties usually include both multiple municipalities and more rural areas in which the county provides all local services.

“Elementary and secondary (K-12) education at the local level is provided by school districts, which run all public schools within their jurisdictions. There are nearly 14,000 school districts in the U.S., as of the 2014/15 school year. Each state creates the boundaries for its school districts differently. In many cases, they fall within the geographic boundaries of counties and municipalities.

“Local school districts are generally responsible for carrying out state education policy at a local level. They are often granted a good deal of autonomy in terms of budgeting and teaching of the curriculum, and they are responsible for hiring and supervising teachers and for raising funding, usually through local property taxes. Many school districts delegate responsibilities to individual schools as well.

“Typically, a local school board, usually composed of elected members (but sometimes they are appointed by other local officials), governs and makes policies for the school district. The executive head of the school district, in charge of day-to-day operations, is usually called the superintendent and is usually appointed by the local school board. In some cases, there may also be a superintendent at the county level in charge of overseeing all school districts within the county.

“The head of each individual school at the K-12 level is known as a principal, though the name of this position may vary some among private schools” (Loo, 2018).

In the model in the United States, there are many advantages, which have allowed both domestic and international students alike to benefit. First, because of a decentralized approach, students in the United States, specifically in higher educations have the ability to focus on career enhancing curriculum, rather than centralized curriculum.

In traditional colleges, known as baccalaureate colleges, students are allowed to experience a number of different core classes, before choosing a major, which creates a path, based on an area of study. This method encourages well-rounded learning, before encouraging the power of choice in specialization.

Apart from baccalaureate colleges, there are many classifications of colleges available for students, who elect for a different route. One such classification is an associate’s college. In the associate’s college classification, students have the opportunity to attend community college.

Loo (2018) mentions the inclusive nature of community college or trade schools:

“Community colleges are usually open admission or open access—applicants need only have a high school diploma or its equivalent to be admitted—and charge, on average, much less tuition than universities. This makes them an important vehicle for educational

and social mobility for lower-income groups, minorities, and immigrant populations. Community colleges are also a popular option for older adults who want to upgrade their education and skills.”

In 1999, 9.6 million students were enrolled in associate’s programs, focused on trades, such as HVAC (Heating, Ventilation & Air Conditioning), electrical work and welding. By 2014, enrollment numbers had increased to more than 16 million students (Bustamante, 2019).

An overview of the different educational classifications in the Carnegie Classification System is shown in figure 8 below (Loo, 2018):

Basic Classifications in the Carnegie Classification System	
CARNEGIE BASIC CLASSIFICATION	DESCRIPTION (VERBATIM)
Doctoral Universities	Includes institutions that awarded at least 20 research/scholarship doctoral degrees during the ... year (this does not include professional practice doctoral-level degrees, such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.
Master’s Colleges and Universities	Includes institutions that awarded at least 50 master’s degrees and fewer than 20 doctoral degrees during the ... year (with occasional exceptions...). Excludes Special Focus Institutions and Tribal Colleges.
Baccalaureate Colleges	Includes institutions where baccalaureate [bachelor’s degree] or higher degrees represent at least 50 percent of all degrees but where fewer than 50 master’s degrees or 20 doctoral degrees were awarded during the ... year. (Some institutions above the master’s degree threshold are also included...) Excludes Special Focus Institutions and Tribal Colleges.
Baccalaureate/ Associate’s Colleges	Includes four-year colleges (by virtue of having at least one baccalaureate degree program) that conferred more than 50 percent of degrees at the associate’s level. Excludes Special Focus Institutions, Tribal Colleges, and institutions that have sufficient master’s or doctoral degrees to fall into those categories.
Associate’s Colleges	Institutions at which the highest level degree awarded is an associate’s degree. The institutions are sorted into nine categories based on the intersection of two factors: disciplinary focus (transfer, career & technical or mixed) and dominant student type (traditional, nontraditional or mixed). Excludes Special Focus Institutions and Tribal Colleges.
Special Focus Institutions	Institutions where a high concentration of degrees is in a single field or set of related fields [such as arts or healthcare professions]. Excludes Tribal Colleges.
Tribal Colleges	Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.

Source: The Carnegie Classification of Institutions of Higher Education, Indiana University Center for Postsecondary Research

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wenr.wes.org



Figure 8: Carnegie Educational Classification System *Source: Loo (2018)*

Another advantage of the American education system is international recognition and exposure.

In an article by eduPass (n.d.), the prevalence of international students in the USA is highlighted:

“According to the Institute of International Education, almost 1.1 million international students from more than 200 countries studied in the USA in the 2017-2018 school year.”

In addition to the number of international students represented, eight of the top 10 rated universities in the world were American-based institutions, according to U.S. News & World Report (2020).

While there is constant debate over the different types of educational systems in the world, the strength of the decentralized model in the United States undoubtedly provides opportunities for domestic and international students, which take advantage of American institutions. Focused on unique, personalized pathways, comprehension and application of curriculum, rather than the sheer memorization of facts deemed worth by a centralized entity, scholars are allowed to get the most out of their educational experiences.

1.8 Olympic Education vs. Olympism Education

When the concept of the Modern Olympic Movement was developed by Coubertin (International Olympic Committee, n.d.-r), education was the driving force. As is evident in Coubertin’s Olympic Charter of 1896, in which he defines Olympism, “To educate young people through sport in a spirit of better understanding between each other and of friendship, thereby helping to build a better and more peaceful world” (Naul, Binder, Rychtecky, & Culpan, 2017, p. 10).

Almost 100 years later, International Olympic Committee (IOC) member Jim Worrall wrote a revised version of the Olympic Charter. Written in 1982, the changes were adopted by the IOC in 1990 and once again emphasized the relation between sport and education in the Olympic Movement.

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good

example, social responsibility and respect for universal fundamental ethical principles” (Naul, Binder, Rychtecky, & Culpan, 2017, p. 16).

If education is a key force behind the Olympic Movement, it is important to understand the concept of Olympic education.

As defined previously in the “Education” section, education is an exchange of information regarding a certain field of study or discipline. Simply put, Olympic education is an exchange of information regarding the Olympic Movement. More specifically, Olympic education relates to the teaching and learning of all things related to the Olympic Movement, including the Olympic Games, Olympic athletes, sponsors, legacies, host cities, doping, training, etc.

Olympic education is shared through several mediums worldwide and in the United States. The Olympic Museum, which was opened in 1993 in Lausanne, Switzerland, tells the story of the Olympic Movement through history. The permanent exhibit allows guests to revisit notable Olympic moments, previous Olympic host cities and a collection of medals, artifacts (The Olympic Museum, 2021).

The United States Olympic & Paralympic Museum in Colorado Springs, Colorado, which opened in 2020 is a vessel of Olympic education, telling the story of the Olympic and Paralympic Movements through an American lens. The Ancient Olympic Games Museum in Olympia, Greece at the birthplace of the inaugural Olympic Games in 776 BCE (International Olympic Committee, n.d.-h) is another facility for spreading Olympic education.

The Olympic Museums Network, developed in 2006 by former IOC presidents Jacques Rogge and Juan Antonio Samaranch, boasts 32 Olympic museums, including the Lake Placid Olympic Museum at the site of the Olympic Games of 1932 and 1980 in the United States (International Olympic Committee, n.d.-i).

In addition to the United States Olympic & Paralympic Museum and the Lake Placid Olympic Museum, the United States also boasts a museum at the Utah Olympic Park, the Olympic Museum of Palisades Tahoe outside of Squaw Valley and an exhibit for the 1996 Atlanta Olympic Games in the Atlanta History Center (Atlanta History Center, n.d.-a).

Of note, there is not an Olympic museum in Los Angeles, despite the city of Angels already hosting the Games twice (1932, 1984).

Traditional educational institutions around the world like the International Olympic Academy in Olympic, Greece, the University of Tsukuba in Japan and the German Sport University in Cologne, Germany offer a degree in Olympic studies. These programs prove to be few and far between.

In the United States, a few universities such as the University of Alabama, Kansas University and the University of Central Florida host a single course in Olympic studies. Despite this limited presence, Olympic education remains a fairly unpopular academic path in the United States.

As an educational leg for Olympic studies in the United States, the United States Olympic and Paralympic Committee (USOPC) remains the default proxy administrator for advancing the promotion of the Movement. From 2016 to 2020, the USOPC hosted university groups at the U.S. Olympic & Paralympic Training Center in Colorado Springs for various Olympic and Paralympic educational programs. The education provided students and young professionals the chance to study the makeup of the Movement in the United States, while also identifying potential opportunities to get involved. However, largely due to the COVID-19 pandemic, these educational programs were cancelled in 2020 and have yet to be resumed.

Separate from Olympic education, Olympism education focuses specifically on the values of Olympism. From the International Olympic Committee (IOC), “The three values of Olympism are excellence, friendship and respect. They constitute the foundation on which the Olympic Movement builds its activities to promote sport, culture and education with a view to building a better world” (International Olympic Committee, n.d.-q).

As opposed to education which focuses on the events and the key players relevant to the Olympic Movement; Olympism education promotes excellence, friendship and respect, while providing a framework, which can be utilized in several different activities, regardless of whether the activity happens to be a sport or not.

For example, an elementary school teacher might teach the values of excellence, friendship and respect without ever mentioning sport. Instead, the teacher might choose to focus on other

notable role models throughout history who exemplify these values, such as Martin Luther King Jr., Ghandi or Winston Churchill.

Since the nature of this thesis is sport related, we will strictly focus on Olympism education programming, which utilizes sport as a vehicle. The IOC's Olympic Values Education Programme (OVEP) (International Olympic Committee, n.d.-j), which focuses on linking sport with education and culture is the prime Olympism education example.

“Using the context of Olympic sports and the core principles of Olympism, participants are encouraged to experience values-based learning and to assume the responsibilities of good citizenship. It communicates the benefit of sport and physical activity through an understanding of Olympism and its impact on individual health, enjoyment, and social interaction” (International Olympic Committee, n.d.-j).

Utilizing the three values of Olympism, the OVEP initiative focuses on the following educational themes: the joy of effort, fair play, practicing respect, the pursuit of excellence and the balance between body, will and mind (International Olympic Committee, 2017-b).

Another example of Olympism education combines aspects of Olympic education as well. From Bronikowski in Poland, his teachings are centered around the subject of physical education for school students. The aim of the activity is to “develop personal and social skills helping to maintain lifelong physical activity. “Students will first learn and understand the philosophy of the Olympic Movement. Next, they will begin to apply social skills, such as fair play, respect for rules and for opponents, grace while winning or losing and learning how to react to referees. Finally, they will learn the ethical and health-related ramifications of doping. Cumulatively, students will leave their coursework with key takeaways for the values of Olympism (Bronikowski, personal communication, 2020).

It is highly important for the values of Olympism to be discussed in any type of Olympic education. Unfortunately, through recent history, the Olympic Movement has been riddled with negative press. From doping scandals to over commercialization to winning at all costs, it is even more important now to ensure the younger generation grows up focusing on the importance of the Olympic values for the betterment of sport and society in general.

CHAPTER II: EDUCATIONAL INITIATIVES

2.1 Introduction of Education Initiatives

In the “Education” section, we arrived at a definition of the term education. For the context of this thesis, education will refer to a transaction providing an exchange of information about a topic. While education was a driving force for Coubertin’s initial vision of the modern Olympic Movement, it’s value to the Five Rings has lost luster through recent years, due to various reasons, not solely limited to doping scandals, over commercialization and a mentality of winning at all costs.

It was the purpose of the IOC to double-down on inclusivity of education when they approved Olympic Agenda 2020 in Monaco in December of 2014 (International Olympic Committee, 2021) (see Appendix I: Agenda 2020 Recommendations). After the Olympic Games bid process that saw Sochi awarded as host city for 2014 for roughly the price of \$50 billion (Rick, 2018), the IOC adopted Agenda 2020 as “a set of 40 detailed recommendations whose overarching goal was to safeguard the Olympic values and strengthen the role of sport in society” (International Olympic Committee, 2021).

One of the 40 initiatives of Agenda 2020 (International Olympic Committee, 2014-a) (see Appendix I: Agenda 2020 Recommendations) focuses specifically on education:

“Recommendation 22: Spread Olympic values-based education.

“1. The IOC to strengthen its partnership with UNESCO (United Nations Educational, Scientific and Cultural Organization) to include sport and its values in school curricula worldwide.

“2. The IOC to devise an electronic platform to share Olympic values-based education programmes of different NOCs (National Olympic Committee’s) and other organisations.

“3. The IOC to identify and support initiatives that can help spread the Olympic values.”

The need for Olympic values-based education or Olympism education as has been defined in previous sections was not reinforced until the implementation of Agenda 2020 in 2014. However, throughout this study, we will focus on the educational initiatives of Atlanta 1996 and Salt Lake 2002, keeping in mind these Games predated any sort of IOC recommendations.

2.2 Educational Initiatives of the Atlanta 1996 Summer Olympic Games

The Atlanta 1996 Olympic Games took place July 19-August 5 (International Olympic Committee, n.d.-b), more than 25 years ago. The 100th anniversary of Coubertin's inaugural modern Olympic Games in Athens, Greece in 1896, the Georgia capital city was known featured a few different educational initiatives.

Atlanta History Center: Atlanta '96

In 1926, 70 years prior to the 1996 Games, the Atlanta Historical Society was founded to help preserve Atlanta history. The museum officially became known as the Atlanta History Center in 1990 (Atlanta History Center, n.d.-a). Following the Closing Ceremony of the festivities on August 5, 1996, the Atlanta History Center became the official destination of an Olympic exhibit, dedicated to Atlanta '96 and focused on the "impact of the Games on the city and on our lives" (Atlanta History Center, n.d.-b).

"Atlanta '96 tells new stories and expands on memories of the city's Olympic and Paralympic history. Drawn from Atlanta History Center's distinctive collections, the exhibition creates a visitor experience filled with iconic and unexpected objects. It includes memorabilia from athletes and fans, archival materials that look behind the scenes at the experience of a host city, vintage video footage, and specially developed touchless interactive activities. The exhibition invites visitors to examine the people, events, and decisions that shaped the Games as well as the Atlanta we know today" (Atlanta History Center, n.d.-b).

The permanent exhibit provides a wealth of Olympic education to guests through four different elements:

- 1) Olympic Torch and Medal Collection
- 2) Stories from Atlanta's Games

- 3) Books on Olympic History and Analysis
- 4) Learning Objectives (Atlanta History Center, n.d.-c).

Cultural Olympiad – Olympic Arts Festival

As Coubertin exclaimed in his Olympic Charter:

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles” (International Olympic Committee, n.d.-c).

The initial arts competition associated with the Olympic Games was suggested by Coubertin in 1904. “This proposal was part of a return to the Ancient Greek tradition, where cultural competitions were held alongside sporting events” (Olympic World Library, n.d.). Despite being approved by the IOC in 1906, the inaugural competition at the 1908 Games in London were unsuccessful. It wasn’t until the 1912 Stockholm Games that an art festival was successfully associated with sport (Olympic World Library, n.d.).

“Art competitions reached their peak at the Games in Los Angeles in 1932, with 31 countries exhibiting 1,100 works at the Los Angeles Museum and attracting 384,000 visitors” (Olympic World Library, n.d.).

The connection of the Olympic Games to the Cultural Olympiad, also referred to as the Cultural Program, has been present for each Games since Barcelona hosted in 1992 (Olympic World Library, n.d.). As a way to fill the four years between Olympiad’s, Atlanta embraced the challenge of showcasing the best of its city through art.

From Dylla (2020):

“The aim of artistic programming for the ’96 Games was to present the American South to the world and invite the world to the region. The resulting programs mixed traditions, genres, and disciplines to achieve a multicultural mission. Cultural Olympiad organizers partnered with existing Atlanta-area art, culture, and humanities organizations in different ways, including curating programs, arranging locations, and attracting attention. This

partnership offered the rare opportunity to create projects outside the realm of possibility for local institutions with limited budgets. The scope included festivals, public art installations, and an increased variety of offerings during the Games” (Dylla, 2020).

The Cultural Olympiad of Atlanta featured a number of festivals and exhibits, highlighting the best of the area, but also the best of the world. From literature to dance to theater to paint, each festival provided a different perspective and a different medium of art. Most notable from the Atlanta, the Olympic Cauldron was crafted by an artist for the first time in history, as opposed to an architect or engineer like in previous Games (Dylla, 2020).

During the Atlanta 1996 Games, the organizing committee “offered nearly 200 ticketed events, including more than 20 exhibitions in local institutions, museums, and gallery spaces, and invited more than 3,000 artists to Atlanta during the two weeks of the Games” (Dylla, 2020).

2.3 Educational Initiatives of the Salt Lake City 2002 Winter Olympic Games

The Salt Lake Organizing Committee (SLOC) developed a functional team to solely identify and execute its educational initiatives for the 2002 Winter Games. With a focus on grades kindergarten (five years old) to 12th grade/seniors in high school (18 years old), the organizing committee worked with more than 25,000 teachers from 865 public, private and parochial schools to integrate Olympic education into regular school curriculum (Salt Lake Organizing Committee, personal communication, 2021). Rather than focusing purely on sport, SLOC intended for the developed curriculum to be integrated across all subject areas, putting a particular emphasis on social studies, art, music and language arts. Below is a brief mention of the some of the educational initiatives of the 2002 Games:



Figure 9: 2002 Olympic Winter Games Calendar

(Source: Salt Lake Organizing Committee, personal communication, 2021)

One School, One Country™

Privy to \$84,000 of education grant money, the One School, One Country™ initiative partnered with schools throughout the state of Utah to provide students the opportunity to experience different cultures, languages, customs, music and sports from various countries outside of the United States. The program was mimicked from a similar initiative hosted for the 1998 Nagano Olympic Games in Japan. “The program encourages students to communicate with other Utah schools who shared their adopted country as well as with the country itself.” Athletes from the adopted nations were also invited to visit the school representing their nations when they arrived in Utah for the Games (Salt Lake Organizing Committee, personal communication, 2021). (This initiative will be discussed further in detail in a later section.)

2002 Education Website

The 2002 Education Website was awarded \$135,000 in grant money after it was created by the SLOC education team, the Salt Lake City School District and the Utah Educational Network. The website, which can still be found on the internet today, served as a platform to support all 2002 educational initiatives and programming. Providing lesson plans, Games-related news, torch relay information and press releases, the 2002 Education Website was instrumental in providing content to be shared with students in Utah and around the world (Salt Lake Organizing Committee, personal communication, 2021).

REACH: A Teacher’s Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002

“The SLOC education team wrote and published an original curriculum book called REACH: A Teacher’s Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002” (Salt Lake Organizing Committee, personal communication, 2021).

The book was available in hard copy (pictured below) for all kindergarten to sixth grade teachers in the state of Utah. Used as a teaching guide and resource for all things 2002 Olympic Games, such as participating sports, athletic venues, traditions, etc., the REACH guide was also available

online (Salt Lake Organizing Committee, personal communication, 2021). It can still be accessed today.

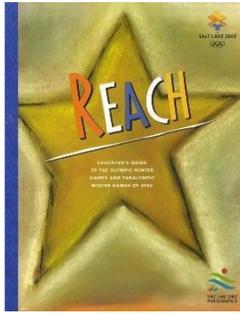


Figure 10: REACH Initiative Hard Copy

(Source: Salt Lake Organizing Committee, personal communication, 2021)



Figure 11: REACH Initiative Online Database

(Source: Salt Lake Organizing Committee, personal communication, 2021)

School Recognition Programs

Olympic/Paralympic Schools™

Each school that participated in one of the SLOC Education initiatives was eligible to become an Olympic/Paralympic school. Of those that applied, 125 schools were selected for their dedication to spreading the ideals of the Olympic and Paralympic Movement. Each school was given a grant of \$1,000 and an Olympic/Paralympic banner, highlighting the prestigious honor (Salt Lake Organizing Committee, personal communication, 2021).

Sharing the Olympic Spirit

Sharing the Olympic Spirit was a similar program to Olympic/Paralympic Schools™, but with a special emphasis on teachers. The program was largely funded through a \$135,000 education grant. In order to qualify, a teacher needed to implement original curriculum, relevant to the Olympic Games into regular lesson plans. 200 teachers were selected as award-winners for this initiative. Each selected teacher received \$500 to be utilized for new teaching concepts. In addition, all of the curriculum created for the program was published on the 2002 Education Website.

Examples of award-winning curriculum included guest speakers, English as second language programs, musical programs and more (Salt Lake Organizing Committee, personal communication, 2021).

...classroom to events...™

This initiative provided an incredible opportunity for students around the state of Utah to attend and drive participation at test events for the 2002 Olympic Games. While at the test events, the SLOC Education team delivered sport-related curriculum to participants. The program took place from 1998-2001 and more than 180,000 students participated (Salt Lake Organizing Committee, personal communication, 2021).

Olympic Tickets for Kids

Authorized by the Utah State Legislature, commemorative 2002 Olympic Games license plates were sold in efforts to raise money to pay for Utah students to attend the Games. Proceeds for this initiative totaled \$2.8 million, in addition to a donation from ticket licensing partner Jet Set Sport and provided nearly 60,000 tickets for students (Salt Lake Organizing Committee, personal communication, 2021).



Figure 12: 2002 Olympic Winter Games License Plates

(Source: Salt Lake Organizing Committee, personal communication, 2021)

Ticket Information Guide

Written by the SLOC Education team, the Ticket Information Guide was delivered to all Utah school districts. The deliverable featured need-to-know information for the 2002 Olympic Games, including all SLOC Education programs, a schedule of sport-related events and venues, “instruction on how to organize district and school selection committees, a criteria to help schools select students to attend the Games and detailed instruction regarding the fair and equitable distribution of student tickets” (Salt Lake Organizing Committee, personal communication, 2021).

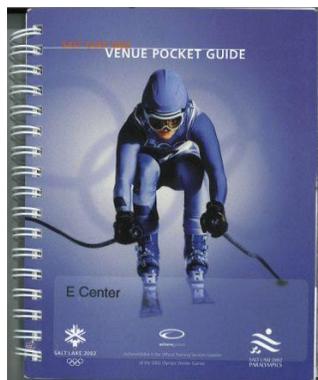


Figure 13: Venue Pocket Guide

(Source: Salt Lake Organizing Committee, personal communication, 2021)

Equitable Ticket Distribution

Each Utah school – public, private and parochial – was allotted a percentage of tickets, based on the total number of students. Another 10% of tickets were given to Families, Agencies and Communities Together (FACT). A FACT team member worked with each school to help identify and provide opportunities to students at risk. Other tickets were provided to youth groups and other youth-based organizations, such as the Make-A-Wish Foundation (Salt Lake Organizing Committee, personal communication, 2021).

Utah’s Cool Winter Games™ Art Project

Following different themes, such as “Cool Courage of Olympic Athletes,” “Celebrating the Spirit of Friendship,” “Inspiration” and “Attitude with Altitude,” each school year from 1998-2002, thousands of students participated in Games-related artwork. Schools were allowed to submit six pieces of art to the SLOC Education team, who then selected winning participants. The top pieces were then displayed in Olympic and Paralympic venues during the 2002 Games (Salt Lake Organizing Committee, personal communication, 2021).

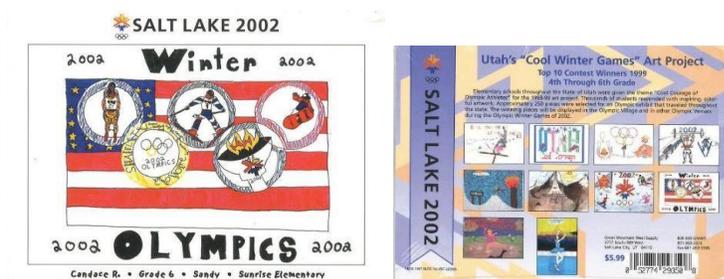


Figure 14: Utah’s Cool Winter Games™ Art Project

(Source: Salt Lake Organizing Committee, personal communication, 2021)

“The Governor’s Music and Education Program: Light the Fire Within.”™

A program of musical curriculum was created in a partnership between the Utah Governor’s office and the SLOC Education team. NBC also participated in the program by creating a video titled, “Dream with Me,” and distributing it to all Utah schools. In addition, programs based on the created content were performed around the state of Utah in schools, communities and athlete welcome ceremonies (Salt Lake Organizing Committee, personal communication, 2021).

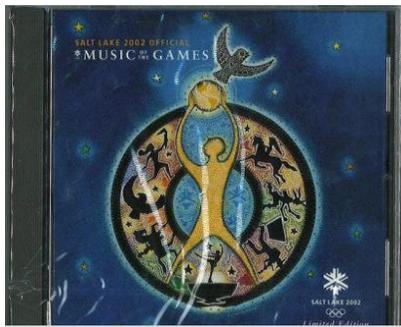


Figure 15: Salt Lake 2002 Official Music of the Games

(Source: Salt Lake Organizing Committee, personal communication, 2021)

2002 Kids™ Commemorative Pin

Following the long tradition of pin trading during the Olympic Games, the SLOC Education team created an opportunity for students to share their artwork and develop pins. Utah schools and districts selected winning designs, before sending them to SLOC Education to decide final winners. The awarded pins were produced and sold at local stores (Salt Lake Organizing Committee, personal communication, 2021).



Figure 16: 2002 Kids™ Commemorative Pin

(Source: Salt Lake Organizing Committee, personal communication, 2021)

Y.E.S. (Youth Engaged in Service)

This Olympic-affiliated initiative provided service training across the state. Students helped to identify needs and develop service projects to benefit local areas. More than 52 high schools participated in various projects, including creating a memorial park, providing computers and computer training to senior citizens, building a habitat for humanity house, etc (Salt Lake Organizing Committee, personal communication, 2021).

“We Stand United Pin” Student Recognition

In the aftermath of Sept. 11, 2001, the “We Stand United Pin” initiative was developed from a donation of 800 pins to the SLOC Education team. The pins were then awarded to one student from each Utah school, who demonstrated American character and spirit (Salt Lake Organizing Committee, personal communication, 2021).

Athlete Welcome Ceremonies

More than 150 schools auditioned for the opportunity to sing at the Olympic village during the arrival of Olympians. A final group of 46 groups were chosen to perform at the Athlete Welcome Ceremonies (Salt Lake Organizing Committee, personal communication, 2021).

2.3.1 Health Educational Initiative of the Salt Lake City 2002 Winter Olympic Games

A Healthier You 2002™

“A Healthier You 2002™ was created to motivate Utahns to trade in unhealthy lifestyles and embrace a life of health and wellness through information, participation and motivational incentives.” The initiative was developed in 1995, prior to Salt Lake City receiving the bid for the 2002 Olympic Games by eight health-care providers (Utah Dept. of Health, University of Utah Health Sciences, Utah Medical Association, Utah Nurses Association, Utah Public Health Association, Utah’s Local Health Departments, Utah State Council on Health & Physical Activity, Utah Hospitals & Health Systems Association) (Salt Lake Organizing Committee, personal communication, 2021).

Building off the program, the SLOC Education team developed the Gold Medal School program, along with the Utah Department of Health’s Cardiovascular division. Another successful piece of A Healthier You 2002™ was the Gold Medal Mile™ (Salt Lake Organizing Committee, personal communication, 2021). (This initiative will be discussed further in detail in a later section.)

2.3.2 Infrastructure Educational Initiative of the Salt Lake City 2002 Winter Olympic Games

Utah Olympic Legacy Foundation

The Utah Olympic Legacy Foundation (UOLF) is a non-profit entity, which was created to oversee and operate the legacy facilities of the 2002 Salt Lake Olympic Games: the Utah Olympic Park, the Utah Olympic Oval and the Solider Hollow Nordic Center. According to its website, the UOLF “celebrates the spirit of the Salt Lake 2002 Olympic Winter Games to inspire active, healthy lifestyles and increase community uses of Utah’s Olympic venues. As Designated Official U.S. Olympic Training Sites, our venues are places of inspiration and accomplishment where young athletes train alongside world champions” (Utah Olympic Legacy Foundation, n.d.-a).

Utah Olympic Park

“Built for the Salt Lake 2002 Olympic Winter Games, Utah Olympic Park (UOP) is located in Park City, just 25 miles east of Salt Lake City, Utah. The nearly 400-acre venue houses one of only four sliding tracks in North America, six Nordic ski jumps, a 2002 Winter Games museum, and a multitude of adventure activities. Utah Olympic Park is a dynamic multi-use facility focused on developing and growing participation in winter sports in the state of Utah and is an official USOPC Training Site” (Utah Olympic Legacy Foundation, n.d.-b). (This initiative will be discussed further in detail in a later section.)

Utah Olympic Oval

“Built in 2001 just in time for the Salt Lake 2002 Olympic Winter Games, Utah Olympic Oval is located in the community of Kearns, just 16 miles west of Salt Lake City, Utah. The five-acre venue houses Utah’s only 400-meter speed skating oval and two international-sized ice sheets as well as a state-of-the-art four-lane 442-meter running track. Today, Utah Olympic Oval is a

dynamic multi-use facility focused on developing and growing participation in ice sports in the state of Utah” (Utah Olympic Legacy Foundation, n.d.-c).

Soldier Hollow Nordic Center

“Nestled above the picturesque town of Midway and resting in the shadow of the Wasatch Mountains lies Soldier Hollow Nordic Center at Wasatch Mountain State Park. Although it is primarily known as an Olympic venue, Soldier Hollow hosts a variety of activities throughout the fall, spring and summer. Athletes at world-class levels and weekend enthusiasts can enjoy the facility on a year-round basis.

The primary building on the Soldier Hollow Nordic Center grounds is the beautiful awarding winning Lodge, which can be booked for wedding receptions, family gatherings and other functions. The Competition Center serves as the nerve center for major events, ranging from U.S. Cross Country Skiing Championships to the annual Soldier Hollow Classic Sheepdog Championships” (Utah Olympic Legacy Foundation, n.d.-d).

2.4 Targeted Educational Initiatives

As noted in the previous section, there are several different educational initiatives, which derived from the Games in Atlanta and Salt Lake City. However, due to a number of factors, including time and resources available, the entire list of initiatives from Atlanta and Salt Lake City couldn't be thoroughly analyzed in this study. Instead, after extensive background research and numerous conversations with various stakeholders, the initiative list was narrowed to focus on the following programs:

Traditional Education Initiatives

- 1) One School, One Country™
- 2) 2002 Education Website

- 3) REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002
- 4) ...classroom to events...™

Health Education Initiative

- 1) A Healthier You 2002™

Infrastructure Education Initiative

- 1) Utah Olympic Park

Of note, no initiatives were chosen from Atlanta 1996. Not from a lack of pursuit, but largely due to a lack of online resources and a lack of connections to stakeholders, who were associated with Atlanta 1996. Considering these factors, as well as the reality that the Games were more than 25 years ago, the initiatives of Atlanta 1996 were removed from consideration.

Individually, each of the selected initiatives were included for deeper analysis for different reasons. While all programs will be considered to be of an educational nature, each initiative will be separated in terms of education, health education and infrastructure education.

An “education” initiative refers to those, which derived from schools and the traditional academia system. A “health education” initiative deals with education in relation to health; while, an “infrastructure education” initiative relates to a physical structure or facility, which provides education, such as sport development and sharing the history of the Games.

Each of the educational programs selected provided a relatively wide reach in terms of the implementation and consequential participation. The One School, One Country™ and ...classroom to events...™ initiatives delivered culturally relevant curriculum for schools and students across the state, but perhaps in a more time-specific manner, since they weren't continued after the conclusion of the Closing Ceremonies. Meanwhile, the 2002 Education Website and the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic

Winter Games of 2002 offered time-sensitive educational plans prior to and during the Games, as well as ongoing resources to be replicated and accessed by other organizing committees around the world on the Internet and also via hardcopy.

The targeted health education initiative, A Healthier You 2002™ helped to provide best practices for Utahns to establish and maintain more active lifestyles. More than 30 implemented sites for the Gold Medal Mile™ can still be utilized around the Salt Lake City region. Similarly, the sport venues of the Utah Olympic Park, tied to the infrastructure education program, are frequently visited by development athletes, Olympic/Paralympic hopefuls and Olympians/Paralympians, spectators and every day visitors alike. In addition, guests can learn more about the history/legacy of the 2002 Games at the on-site museum.

The 2002 Education Website, the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002, A Healthier You 2002™ and the Utah Olympic Park were also selected, because they are some of the only remaining initiatives of the 2002 Games still continued today.

CHAPTER III: METHODOLOGY

3.1 Background Information

After extensive research and several conversations with stakeholders from the Salt Lake Organizing Committee (SLOC), initiatives were selected for inclusion in the thesis study. For purposes of data collection to be used for analyzing effectiveness of initiatives, populations of individuals were targeted to participate in associated surveys. Three separate surveys were administered: education, health education and infrastructure education.

The targeted population for each survey was chosen due to a variety of inclusive factors, such as age, varied participation in the 2002 Olympic Games in Salt Lake and direct or indirect involvement in one of the focused initiatives of the thesis study.

Age was one of the three most important inclusive factors of the targeted population to ensure survey participants were alive during the 2002 Olympic Games. The desired age range was at least 26 years of age or seven years of age during the Salt Lake Games in 2002. While seven years old is still young, it guarantees the individual was in elementary school and thus could have had the opportunity to either watch/attend the Games and/or participate in one of the educational programs of the SLOC.

Varied participation in the 2002 Olympic Games was also an integral inclusive factor. Varied participation could refer to a spectator, an athlete, a coach, an administrative role (directly related to the production of the games, such as maintenance staff or broadcast crew), a student/teacher/education administrator, etc. This factor helped to focus the targeted population on individuals, who would have had access to the Games as a whole and the effectiveness of the associated initiatives by the SLOC.

Finally, some sort of involvement, whether direct or indirect, with the SLOC's targeted programming was not only relevant, but pertinent to the execution of the surveys. Involvement in some capacity ensured that the chosen participants were exposed at one point to the desired initiatives.

A total of 140 participants completed the three surveys: education (47 respondents), health education (43 respondents) and infrastructure education (50 respondents). Across all surveys, 31.4% of participants self-identified as males; 49.3% self-identified as females; 2.9% self-identified as non-binary/third gender; while, 16.4% declined to self-identify as any gender.

The targeted population mostly lived in the Salt Lake City area during the 2002 Olympic Games. Of all survey respondents, 77.1% inhabited the Salt Lake City region, while the remaining 22.9% selected lived somewhere else around the country or around the world.

The majority of those who partook in the three surveys fell into the 41-60 age range. 56.4% of the 140 total participants were at least 41 years of age and no older than 60 years of age.

3.2 Procedures

The analysis study of the effectiveness for this thesis was conducted through three surveys. The surveys were first developed from a series of conversations and research on the 2002 Olympic Games and the associated initiatives of the Salt Lake Organizing Committee (SLOC). The desire to focus on the educational programs of the SLOC was decided after a discussion with the Los Angeles 2028 Organizing Committee. During this communication, it became apparent there were no decisions that had been made regarding the direction of the educational initiatives of LA28. With hopes of providing valuable recommendations for effective and efficient implementation, the focus shifted to the programming of the most recent Olympic Games.

Rather than study every recent Games, conversations were limited to previous hosts in Western, countries, who were native-English speakers. After speaking with Vancouver 2010 and London 2012, it was decided to continue to narrow the thesis to only domestic hosts. The main reason was to try and control the environment as much as possible (United States only) to provide meaningful recommendations for LA28. By solidifying meaningful contacts with former

employees of the SLOC and failing to make as deep of a connection with Atlanta stakeholders, the concentration on Salt Lake was finalized. The depth of the initiatives developed and implemented by Atlanta provided to be more than enough for concentration.

As previously discussed, through deeper analysis, three areas of emphasis were identified: education, health education and infrastructure education. Champions from the SLOC were also identified and cultivated to help lead the study through each lens. The three champions were integral in helping to craft the questions for each survey, which were designed in similar ways.

The survey was constructed based on the guidelines provided by Passmore, Dobbie & Tysinger (2002).

The first section of each survey welcomes basic, background information from participants. Next, respondents are asked about their participation in and memories from the 2002 Olympic Games. Finally, they are requested to recall effectiveness of programming/events for each associated initiative and to provide their opinions on the values of the Olympic Movement and its role in today's educational system.

Surveys were developed in an online platform called Qualtrics and were reviewed by each respective initiative champion. Each survey was also tested by a random group of unbiased, unaffiliated participants, who weren't included in the targeted population once the surveys were actively being conducted. Specific web-based research for desired participants, along with the assistance of initiative champions to their network of targets allowed for an effective and efficient delivery of the surveys (Bakla, Arif & Cekic, Ahmet & Köksal, & Profdr (2012). In addition to a wide reach, the digital nature of each survey allowed for seamless dissemination to each targeted population.

Ethical considerations weren't taken lightly through this process. As can be seen in Appendices II, III and IV, participants were required to read introductory language, which informed them of the following:

“Participation in this study is voluntary. By completing this survey, you are consenting to participate in this study. Please note: You must be 18 years of age or older to participate in this study. All survey results will be kept completely confidential and anonymous. No identifiable private information will be asked.”

Respondents were also required to acknowledge they read the aforementioned text before beginning the associated survey. Without checking the acknowledgment box, participants weren't given the option to begin the survey.

3.3 Research Tools

In the study three different surveys: education, health education and infrastructure education were used, all self-made and adjusted to the purpose of the study. Each survey can be viewed in its full version in Appendices II, III and IV.

Focusing on background information, individual participation/experience and personal opinions on effectiveness of programming/events for each associated initiatives, the results from the surveys were used to collect quantitative data and provide correlational research.

According to Winston Salem State University (n.d.):

“Correlational research attempts to determine the extent of a relationship between two or more variables using statistical data. In this type of design, relationships between and among a number of facts are sought and interpreted. This type of research will recognize trends and patterns in data, but it does not go so far in its analysis to prove causes for these observed patterns. Cause and effect are not the basis of this type of observational research. The data, relationships, and distributions of variables are studied only. Variables are not manipulated; they are only identified and are studied as they occur in a natural setting.”

3.4 Research Questions

The following research questions were examined and eventually answered, whether conclusively or inconclusively, in the affirmative or the negative:

1. Which initiative (educational, health and infrastructure) of the Salt Lake City Olympic Games 2020 overall will prove to be most effective in terms of Olympic education?
2. Of the four traditional education initiatives, which program will prove to be most effective?
3. Is the effectiveness of an initiative correlated with the age of an individual?

4. Is the effectiveness of an initiative correlated with the educational level of an individual?
5. Is the effectiveness of an initiative correlated with the gender of an individual?
6. Should Olympic education focusing on the values of friendship, excellence and respect, should be included in school (grades K-12) curriculum?
7. Which values are most important to Olympism? Which values are least important to Olympism?
8. Which of the three Olympic values (friendship, excellence and respect) are the most important to the Olympic Movement? Which are the least important to the Olympic Movement?

To answer the aforementioned questions, statistical methods were employed. First, results were gathered from the collected data. The mean or average, as well as the standard deviation of each data set was determined to understand overall, what most participants felt about an answer and to help rationalize whether the respondents generally felt the same or if the answers were more dispersed from the average answer.

Finally, using the mean and the standard deviation, the correlation coefficient was calculated to acknowledge any sort of relation between factors, such as the effectiveness of an initiative and the age of a respondent. A correlation coefficient > 0 and ≤ 1 indicates a positive relationship. The closer the correlation coefficient is to 1, the stronger the relationship between the two factors. A correlation coefficient < 0 and ≥ -1 provides evidence of a negative relationship. The closer the correlation coefficient is to -1, the stronger the negative relationship is between the two factors. If there is a correlation coefficient of 0, then there is no display of a relationship between the two factors (McClusky & Lalkhen, 2007).

CHAPTER IV: DATA ANALYSIS

4.1 Results of Data Analysis

In this section, an analysis of the results will be conducted in accordance to the research questions and data collected through the three surveys (educational, health and infrastructure).

- 1. Which initiative (educational, health and infrastructure) of the Salt Lake City Olympic Games 2020 overall will prove to be most effective in terms of Olympic education?**

To analyze this question, results from all three surveys were collected. In each survey, respondents provided an overall rating of the effectiveness of a certain initiative. The initiatives were as follows: traditional educational initiatives - One School, One Country™, ...classroom to events...™, 2002 Education Website and REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002; health initiative - A Healthier You 2002™; infrastructure initiative – Utah Olympic Park.

Effectiveness of each initiative was measured using the following four-point Likert scale: Ineffective - 1, Somewhat Ineffective - 2, Somewhat Effective - 3 and Most Effective - 4. Each individual survey was reviewed to calculate the total number of responses in each level of effectiveness for each initiative. After categorizing each of the responses, the mean or the average for each initiative was computed. Finally, the standard deviation was taken to measure the distance of the data points from the mean of the sample. Table 1 shows each initiative and the associated mean and standard deviation:

Table 1. Means and standard deviations on the evaluation of the effectiveness of the educational initiatives of the 2002 Salt Lake Winter Olympic Games.

Traditional Educational Initiative	Mean \pm Standard Deviation
One School, One Country™	2.3 \pm 1.1
...classroom to events...™	2.1 \pm 1.2
2002 Education Website	2.7 \pm 0.8
REACH: A Teacher's Guide....	2.9 \pm 1.2
Health Initiative	Mean \pm Standard Deviation
A Healthier You 2002™	3.1 \pm 0.8
Infrastructure Initiative	Mean \pm Standard Deviation
Utah Olympic Park	3.7 \pm 0.7

After analyzing each of the six targeted initiatives (table 1), it is apparent the Utah Olympic Park infrastructure initiative was rated as the most effective with the highest average ranking of 3.7 and the smallest standard deviation of 0.7. Meanwhile, ...classroom to events...™ was the lowest rated initiative with a 2.1 average ranking and the largest standard deviation of 1.2, tied with the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 program.

2. **Of the four traditional education initiatives, which program will prove to be most effective?**

In addition to focusing on all of the initiatives overall, the study provided a deeper analysis of the traditional educational initiatives. The same approach was taken to analyze the effectiveness of the four traditional educational initiatives. Table 2 shows the mean and the standard deviation for each of the aforementioned educational programs:

Table 2. Means and standard deviations on the evaluation of the effectiveness of the traditional educational initiatives of the 2002 Salt Lake Winter Olympic Games.

Traditional Educational Initiative	Mean \pm Standard Deviation
One School, One Country™	2.3 \pm 1.1
...classroom to events...™	2.1 \pm 1.2
2002 Education Website	2.7 \pm 0.8
REACH: A Teacher's Guide....	2.9 \pm 1.2

Again, the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 scored the highest out of the four with a 2.9 mean. Despite having the highest mean, the REACH initiative tied ...classroom to events...™ with the widest standard deviation of 1.2.

The 2002 Education Website was rated as the second most effective traditional educational initiative with a 2.7 average and the narrowest standard deviation of 0.8. One School, One Country™ scored a 2.3 mean with a 1.1 standard deviation; while, ...classroom to events...™ was the least effective program with a statistical average of just 2.1.

3. Is the effectiveness of an initiative correlated with the age of an individual?

From a surface level, it was relatively easy to measure the effectiveness of each of the educational initiatives. As was concluded above, the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 program was rated the most effective by the respondents; while, the ...classroom to events...™ program was the least effective as determined by the population surveyed. Building off of this analysis, the study went a step

further to help understand the relationship between different factors and the overall effectiveness ratings.

First, results were examined to determine the relationship between the effectiveness of each initiative and the age of the population respondents. To look into this relationship, it was first important to isolate the related two questions from the surveys:

A) What is your age? (You must be 18 years of age or older to participate in this study.)

Respondents could select the following age ranges: 18-25, 26-40, 41-60, More than 60.

B) The overall effectiveness of each initiative. Note: the wording of this question varied from survey to survey as shown below:

Educational Initiatives Survey: Rank the effectiveness of the following educational initiatives from least effective = 1 to most effective = 4:

Health Initiative Survey: Rank the overall effectiveness of the "A Healthier You 2002" health initiative:

Infrastructure Initiative Survey: Rank the overall effectiveness of the Utah Olympic Park:

After isolating the related questions from each of the three surveys, individual responses were recorded. Building off of the individual responses, the means and the standard deviations were calculated for each response category and for each age group. This helped to provide structure around which response was most popular/least popular, as well as how connected/dispersed the data set proved to be.

Table 3 below shows the individual means and standard deviations for each subgroup of each initiative:

Table 3. Means and standard deviations on the effectiveness of an initiative of the 2002 Salt Lake Winter Olympic Games according to the age of an individual.

<u>One School, One Country™</u>	<u>18-25</u>	<u>26-40</u>	<u>41-60</u>	<u>More than 60</u>
Mean ± Standard Deviation	0 ± 0	1.5 ± 1.0	2.0 ± 1.1	2.8 ± 1.0
<u>...classroom to events...™</u>	<u>18-25</u>	<u>26-40</u>	<u>41-60</u>	<u>More than 60</u>
Mean ± Standard Deviation	0 ± 0	1.8 ± 0.5	2.3 ± 1.4	2.3 ± 1.4

<u>2002 Education Website</u>	<u>18-25</u>	<u>26-40</u>	<u>41-60</u>	<u>More than 60</u>
Mean ± Standard Deviation	0 ± 0	3.0 ± 0.8	2.7 ± 1.0	2.4 ± 0.7
<u>REACH: A Teacher’s Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002</u>	<u>18-25</u>	<u>26-40</u>	<u>41-60</u>	<u>More than 60</u>
Mean ± Standard Deviation	0 ± 0	3.8 ± 0.5	3.0 ± 0.8	2.4 ± 1.4
<u>A Healthier You 2002™</u>	<u>18-25</u>	<u>26-40</u>	<u>41-60</u>	<u>More than 60</u>
Mean ± Standard Deviation	0 ± 0	2.7 ± 1.0	3.2 ± 0.6	3.1 ± 0.9
<u>Utah Olympic Park</u>	<u>18-25</u>	<u>26-40</u>	<u>41-60</u>	<u>More than 60</u>
Mean ± Standard Deviation	0 ± 0	2.0 ± 1.4	3.9 ± 0.4	3.9 ± 0.4

Looking at the data, here are the age ranges with the highest average ratings:

Utah Olympic Park (Ages 41-60): 3.9

Utah Olympic Park (Ages more than 60): 3.9

REACH: A Teacher’s Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 (Ages 26-40): 3.8

On the contrary, the data below lists the age ranges with the lowest average ratings (there were no respondents in the 18-25 age range, so the data will not be included in the analysis):

One School, One Country™ (Ages 26-40): 1.5

...classroom to events...™ (Ages 26-40): 1.8

One School, One Country™ (Ages 41-60): 2.0

Utah Olympic Park (Ages 26-40): 2.0

In order to examine the relationship of the effectiveness rating to age, it was important to provide a numerical context to all responses. Numerical labels were given to each age range: (18-25: 1, 26-40: 2, 41-60: 3 and More than 60: 4). Numerical context was specified for each effectiveness rating as well: (Least Effective: 1, Somewhat Ineffective: 2, Somewhat Effective: 3, Most Effective: 4).

The numerical data was then imported into the TIBCO Cloud Spotfire Analyst software to provide the correlation coefficient and the p-value, which provides the level of significance of the results.

The output for the traditional educational initiatives is as follows:

Table 4. Correlation of the effectiveness of an initiative of the 2002 Salt Lake Winter Olympic Games correlated with the age of an individual.

<u>Educational Initiative</u>	<u>Age Range</u>	<u>P-Value</u>	<u>FStat</u>	<u>RSq</u>	<u>R</u>	<u>Df</u>	<u>N</u>
One School	Age Range	0.036	5.05	0.20	0.45	20	22
REACH	Age Range	0.055	4.17	0.17	-0.42	20	22
2002 Website	Age Range	0.287	1.20	0.06	-0.24	20	22
Classroom	Age Range	0.526	0.42	0.02	0.14	20	22
<u>Health Initiative</u>	<u>Age Range</u>	<u>P-Value</u>	<u>FStat</u>	<u>RSq</u>	<u>R</u>	<u>Df</u>	<u>N</u>
A Healthier You 2002™	Age Range	0.351	0.90	0.03	0.16	32	34
<u>Infrastructure Initiative</u>	<u>Age Range</u>	<u>P-Value</u>	<u>FStat</u>	<u>RSq</u>	<u>R</u>	<u>Df</u>	<u>N</u>
Utah Olympic Park	Age Range	0.015	6.74	0.20	0.45	27	29

The analysis of table 4 provides context around the relationship between the effectiveness rating of the included initiatives of the SLOC and the age range of study participants. Looking at the correlation coefficient in the R column of the tables, it is possible to deduce a fairly strong, positive correlation with the One School, One Country™ (R = 0.45) and the Utah Olympic Park (R = 0.45) programs.

Both the ...classroom to events...™ (R = 0.14) and A Healthier You 2002™ (R = 0.16) showed a positive correlation with values > 0 and ≤ 1 . However, the correlations aren't nearly as strong as the One School, One Country™ (R = 0.45) and the Utah Olympic Park (R = 0.45) initiatives, since they are much closer to zero.

On the flip side, the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 also showed a fairly correlation, but on the negative side (R = -0.42). There was also evidence to support a negative correlation between effectiveness and age as they related to the 2002 Education website initiative.

Of note, four of the six initiatives yielded a p-value of greater than 5%, indicating an insignificant level of confidence. The ...classroom to events...™ (0.526), REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 (0.055), 2002 Education website (0.287) and A Healthier You 2002™ (0.351) were all outside of the 5% significance level. As a result, "There is insufficient evidence to conclude that there is a significant linear relationship because the correlation coefficient is NOT significantly different from zero" (Lumen, n.d.).

4. Is the effectiveness of an initiative correlated with the educational level of an individual?

The next relationship that was analyzed in table 5 was the correlation with the effectiveness of each of the selected initiatives and the associated educational levels of the survey respondents. Similar to the analysis conducted for question 3, "Is the effectiveness of an initiative correlated with the age of an individual?", the survey responses were recorded for each level of effectiveness (least effective, somewhat ineffective, somewhat effective and most effective), as well as the level of education (high school/GED, associate degree, bachelor degree, master degree, PhD and other).

The mean and the standard deviation were calculated to account for the average response and the cluster of the data set for each initiative. The results of this analysis can be shown below:

Table 5. Means and standard deviations on the effectiveness of an initiative of the 2002 Salt Lake Winter Olympic Games according to the educational level of an individual.

One School, One Country™	High School	Associate Degree	Bachelor Degree	Master Degree	PhD	Other
Mean ± SD	2.7 ± 0.6	2 ± 1.4	1.7 ± 0.8	2.3 ± 1.2	3.0 ± 0	2.0 ± 1.4
...classroom to events...™	High School	Associate Degree	Bachelor Degree	Master Degree	PhD	Other
Mean ± SD	1.0 ± 0	2.5 ± 0.7	2.7 ± 1.5	1.8 ± 1.1	4.0 ± 0	3.0 ± 1.4
2002 Education Website	High School	Associate Degree	Bachelor Degree	Master Degree	PhD	Other
Mean ± SD	2.7 ± 0.6	2.5 ± 2.1	1.7 ± 0.8	2.3 ± 1.2	3.0 ± 0	2.0 ± 1.4
REACH: A Teacher's Guide to the Olympic...	High School	Associate Degree	Bachelor Degree	Master Degree	PhD	Other
Mean ± SD	1.0 ± 0	2.5 ± 0.7	2.7 ± 1.5	1.8 ± 1.1	4.0 ± 0	3.0 ± 1.4
A Healthier You 2002™	High School	Associate Degree	Bachelor Degree	Master Degree	PhD	Other
Mean ± SD	0 ± 0	3.0 ± 0	3.4 ± 0.5	2.9 ± 0.9	3.0 ± 0	3.0 ± 1.4
Utah Olympic Park	High School	Associate Degree	Bachelor Degree	Master Degree	PhD	Other
Mean ± SD	0 ± 0	4 ± 0	3.7 ± 0.5	3.8 ± 0.5	4 ± 0	3.4 ± 1.3

From table 5, there were four different subgroups, which yielded a mean of 4. An average of 4 is the highest rating of any of the subgroups. Despite these high scores, the standard deviation of each of these groups is 0, which means all of the respondents in this subgroup scored the initiative in the same way, with a rating of 4. More than likely, this indicates a very small sample size.

For this reason, the next highest means from the subgroups are listed below:

Utah Olympic Park (Master Degree): 3.8

Utah Olympic Park (Bachelor Degree): 3.7

A Healthier You 2002™ (Bachelor Degree): 3.4

Utah Olympic Park (Other): 3.4

As previously mentioned, there are four subgroups with low average ratings (0's and 1's). However, each of these subcategories have standard deviations of 0, indicating no deviation and small sample sizes. Aside from these, the lowest means of any of the subgroups are stated below:

One School, One Country™ (Bachelor Degree): 1.7

2002 Education Website (Bachelor Degree): 1.7

...classroom to events...™ (Master Degree): 1.8

REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 (Master Degree): 1.8

Numerical labels were then applied to each of the variables: effectiveness and education level. The survey responses were recorded for each level of effectiveness (least effective - 1, somewhat ineffective - 2, somewhat effective - 3 and most effective - 4), as well as the level of education (high school/GED - 1, associate degree - 2, bachelor degree - 3, master degree - 4, PhD - 5 and other - 6.)

TIBCO Cloud Spotfire Analyst was then utilized to run the data relationship analysis and determine the correlation of effectiveness and the level of education for each respondent. The results are provided in table 6:

Table 6. Correlation of the effectiveness of an initiative of the 2002 Salt Lake Winter Olympic Games correlated with the education level of an individual.

<u>Educational Initiative</u>	<u>Education Level</u>	<u>P-Value</u>	<u>FStat</u>	<u>RSq</u>	<u>R</u>	<u>Df</u>	<u>N</u>
One School, One Country™	Education Level	0.787	0.08	0.00	-0.06	21	23
REACH: A Teacher's Guide to the Olympic Winter	Education Level	0.812	0.06	0.00	0.05	21	23
2002 Education Website	Education Level	0.043	4.65	0.18	-0.43	21	23
...classroom to events...™	Education Level	0.166	2.06	0.09	0.30	21	23
<u>Health Initiative</u>	<u>Education Level</u>	<u>P-Value</u>	<u>FStat</u>	<u>RSq</u>	<u>R</u>	<u>Df</u>	<u>N</u>
A Healthier You 2002™	Education Level	0.438	0.62	0.02	-0.14	30	32

<u>Infrastructure Initiative</u>	<u>Education Level</u>	<u>P-Value</u>	<u>FStat</u>	<u>RSq</u>	<u>R</u>	<u>Df</u>	<u>N</u>
Utah Olympic Park	Education Level	0.352	0.90	0.03	-0.18	27	29

When analyzing the correlation coefficients, there were only two initiatives in table 6 that yielded any sort of positive relationship: ...classroom to events...™ (R = 0.3) and REACH: A Teacher’s Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 (R = 0.05). However, when looking at the p-values of each initiative, the level of significance is more than the 5% range: ...classroom to events...™ (0.166) and REACH: A Teacher’s Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 (0.812).

Within the 5% level of significance, the ...classroom to events...™ (R = 0.3) program would provide a moderate relationship. However, this is not the case in this analysis.

The 2002 Education Website yielded the strongest relationship of all of the initiatives, albeit a negative correlation (R = -0.43). With a p-value of 0.043, the results are within range of the 5% confidence level, which indicate significance that the level of effectiveness and the education level are negatively related.

The remaining three initiatives, One School, One Country™ (p-value = 0.787), A Healthier You 2002™ (p-value = 0.438) and the Utah Olympic Park (p-value = 0.352) all fell outside of the 5% significance range. Despite the insignificance, each of the programs showed evidence of a slightly negative correlation: One School, One Country™ (R = -0.06), A Healthier You 2002™ (R = -0.14) and the Utah Olympic Park (R = -0.18).

5. Is the effectiveness of an initiative correlated with the gender of an individual?

The last correlation that was examined for this study was between the effectiveness of all initiatives and the gender of each individual respondent. For analysis of the question, the same process was followed as with questions 3 and 4. The following questions were isolated for further examination:

A) What is your gender?

Respondents could select male, female, non-binary/third gender and prefer not to say.

B) The overall effectiveness of each initiative. Note: the wording of this question varied from survey to survey as indicated in previous analysis sections.

Survey answers were categorized and then means and standard deviations were calculated as shown below in table 7:

Table 7. Means and standard deviations on the effectiveness of an initiative of the 2002 Salt Lake Winter Olympic Games according to the gender of an individual.

<u>One School, One Country™</u>	<u>Male</u>	<u>Female</u>	<u>Non-binary/Third Gender</u>	<u>Prefer not to say</u>
Mean ± Standard Deviation	2.3 ± 1.2	2.2 ± 1.0	1.0 ± 0	3.0 ± 0
<u>...classroom to events...™</u>	<u>Male</u>	<u>Female</u>	<u>Non-binary/Third Gender</u>	<u>Prefer not to say</u>
Mean ± Standard Deviation	2.1 ± 1.2	2.1 ± 1.3	2.0 ± 0	4.0 ± 0
<u>2002 Education Website</u>	<u>Male</u>	<u>Female</u>	<u>Non-binary/Third Gender</u>	<u>Prefer not to say</u>
Mean ± Standard Deviation	2.5 ± 0.7	2.9 ± 1.0	4.0 ± 0	2.0 ± 0
<u>REACH: A Teacher's Guide to the Olympic Winter Games...</u>	<u>Male</u>	<u>Female</u>	<u>Non-binary/Third Gender</u>	<u>Prefer not to say</u>
Mean ± Standard Deviation	3.4 ± 0.8	2.8 ± 1.0	3.0 ± 0	1.0 ± 0
<u>A Healthier You 2002™</u>	<u>Male</u>	<u>Female</u>	<u>Non-binary/Third Gender</u>	<u>Prefer not to say</u>
Mean ± Standard Deviation	3.1 ± 0.9	3.1 ± 0.7	0 ± 0	0 ± 0
<u>Utah Olympic Park</u>	<u>Male</u>	<u>Female</u>	<u>Non-binary/Third Gender</u>	<u>Prefer not to say</u>
Mean ± Standard Deviation	3.6 ± 0.8	3.8 ± 0.4	0 ± 0	3.7 ± 0.6

The Utah Olympic Park yielded the highest ratings across all of the initiatives. Here is a breakdown of the subgroups with high average effectiveness scores:

Utah Olympic Park (Female): 3.8

Utah Olympic Park (Prefer not to say): 3.7

Utah Olympic Park (Male): 3.6

There were two subgroups with a mean effectiveness rating of 4 (2002 Education Website – Non-binary/Third gender and ...classroom to events...™ - Prefer not to say), but each had no standard deviation, indicating a small sample size.

The lowest mean effective ratings are shown below:

...classroom to events...™ (Male): 2.1

...classroom to events...™ (Female): 2.1

One School, One Country™ (Female): 2.2

The data sets were loaded into the TIBCO Cloud Spotfire Analyst to check the correlation between the effectiveness of each initiative and the gender of each respondent. The analysis of the relationship is acknowledged in table 8:

Table 8. Correlation of the effectiveness of an initiative of the 2002 Salt Lake Winter Olympic Games correlated with the gender of an individual.

<u>Educational Initiative</u>	<u>Gender</u>	<u>P-Value</u>	<u>FStat</u>	<u>RSq</u>	<u>R</u>	<u>Df</u>	<u>N</u>
One School, One Country™	Gender	0.949	0.00	0.00	-0.01	21	23
REACH: A Teacher’s Guide to the Olympic Winter Games	Gender	0.102	2.92	0.12	-0.35	21	23
2002 Education Website	Gender	0.433	0.64	0.03	0.17	21	23
...classroom to events...™	Gender	0.352	0.91	0.04	0.20	21	23
<u>Health Initiative</u>	<u>Gender</u>	<u>P-Value</u>	<u>FStat</u>	<u>RSq</u>	<u>R</u>	<u>Df</u>	<u>N</u>
A Healthier You 2002™	Gender	0.916	0.01	0.00	-0.02	29	31
<u>Infrastructure Initiative</u>	<u>Gender</u>	<u>P-Value</u>	<u>FStat</u>	<u>RSq</u>	<u>R</u>	<u>Df</u>	<u>N</u>
Utah Olympic Park	Gender	0.807	0.06	0.00	0.05	27	29

After reviewing the correlation coefficients for each of the initiatives, it appears in table 8 there is an extremely slight positive relationship for the Utah Olympic Park infrastructure initiative ($R = 0.05$). The ...classroom to events...™ ($R = 0.20$) and the 2002 Education Website ($R = 0.17$) showed stronger positive correlations in relation to the Utah Olympic Park.

The REACH: A Teacher’s Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 program displayed a moderate negative correlation ($R = -0.35$), while One School, One Country™ ($R = -0.01$) and A Healthier You 2002™ ($R = -0.02$) showed the slightest of negative correlations.

Despite the initial evidence of any sort of data relationship between effectiveness and gender, the p-values of each of the initiatives provided contrary analysis. As shown in the tables above, all of the p-values are well outside of the 5% significance range, indicating insufficient results.

Table 9 shows a cumulation of all of the analyzed correlations for all the initiatives:

Table 9. Correlations of the effectiveness of an initiative of the 2002 Salt Lake Winter Olympic Games correlated with the age, education level and gender of an individual.

<u>Variable</u>	<u>One School, One Country™</u>	<u>...classroom to events...™</u>	<u>2002 Education Website</u>	<u>REACH: A Teacher’s Guide to..</u>	<u>A Healthier You 2002™</u>	<u>Utah Olympic Park</u>
Age	0.45	0.14	-0.24	-0.42	0.16	0.45
Education Level	-0.06	0.30	-0.43	0.05	-0.14	-0.18
Gender	-0.01	0.20	0.17	-0.35	-0.02	0.05

- 6. Should Olympic education focusing on the values of friendship, excellence and respect, should be included in school (grades K-12) curriculum?**

The overall theme of this study was the effectiveness of the educational initiatives of the SLOC, related to the 2002 Winter Olympic Games. In reference to this theme, each of the three surveys asked a question about the place of Olympic education focusing on the values of friendship, excellence and respect in school (grades K-12) curriculum. To analyze the data, each response was collected and categorized based on the following Likert scale (Definitely Not - 1, Probably Not - 2, Might or Might Not - 3, Probably Yes - 4, Definitely Yes - 5).

The mean or average, as well as the standard deviation of each initiative was calculated to determine the overall opinion of the population. Those results are shown below in table 10:

Table 10. Means and standard deviations on whether Olympic education focusing on the values of friendship, excellence and respect should be included in school (grades K-12) curriculum.

Survey	Mean \pm Standard Deviation
Educational Initiatives	4.1 \pm 0.9
Health Initiative	3.9 \pm 1.1
Infrastructure Initiative	4.2 \pm 1.1
TOTAL (All Initiatives)	4.1 \pm 1.0

When reviewing the data, each survey yielded fairly similar results as shown in table 10. The respondents of the Utah Olympic Park infrastructure initiative had the highest overall rating (M = 4.2) of the three surveys. The lowest mean score recorded was for the A Healthier You 2002™ infrastructure survey (M = 3.9). For all of the responses across all surveys, the average rating was a 4.1.

In terms of standard deviation, again the analysis produced comparable data. The participants from the educational initiatives delivered the lowest standard deviation ($\sigma = 0.9$). Meanwhile, the infrastructure and health surveys resulted in a standard deviation of $\sigma = 1.0$.

7. Which values are most important to Olympism? Which values are least important to Olympism?

Before providing the values of the Olympic Movement to the respondents, each survey asked a question about the importance of eight different value to Olympism (most important – 1, least important – 8). The values of the Olympic Movement are friendship, excellence and respect. In addition to these values, the following five values were also included: fair play, fitness, fun, humanity, justice. Each response was categorized for the three surveys to determine the average and the standard deviation. In addition to looking at the overall ratings, each category was broken into gender as well. For each gender category (males, females and non-binary/third gender/prefer not to say), means and standard deviations were calculated as well. Table 11 shows the results:

Table 11. Means and standard deviations of values and their importance to Olympism overall and by gender from the educational initiatives survey.

Educational Initiatives	Justice	Friendship	Fair Play	Excellence	Respect	Humanity	Fitness	Fun
Overall (Mean ± SD)	5.3 ± 2.4	4.1 ± 1.7	3.0 ± 2.0	3.4 ± 1.8	3.2 ± 1.6	4.4 ± 2.3	6.3 ± 1.4	6.2 ± 2.1
Males (Mean ± SD)	4.8 ± 3.0	3.3 ± 1.3	3.4 ± 2.2	4.1 ± 2.1	3.7 ± 1.9	4.6 ± 2.2	6.1 ± 1.4	6.0 ± 2.4
Females (Mean ± SD)	5.8 ± 2.1	4.6 ± 1.7	2.9 ± 2.0	3.1 ± 1.7	3 ± 1.3	4 ± 2.4	6.4 ± 1.4	6.2 ± 2.0
NonBinary/ ThirdGender/ Not to Say (Mean ± SD)	4.3 ± 0.6	4.7 ± 2.5	2.3 ± 1.2	2.7 ± 1.2	1.7 ± 1.2	6.7 ± 1.2	6.7 ± 1.5	7.0 ± 1.0

With a value of 1 indicating the most important value and a value of 8 indicating the least important value, the overall data in table 11 supports that the most important value is fair play (Mean (M) = 3.0), followed by respect (M = 3.2) and excellence (M = 3.4). Of significance, excellence and respect are two of the three mentioned core values of Olympism and the Olympic Movement, while fair play is not.

The overall values which scored the least important were fitness (M = 6.3), fun (M = 6.2) and justice (M = 5.3). None of these values are part of the Olympic Movement values.

Fitness also had the lowest standard deviation ($\sigma = 1.4$) of the eight values, indicating it was consistently ranked as a value of little importance. Justice rated as the value with the most deviation ($\sigma = 2.4$) signifying a wider range of responses.

Males valued friendship (M = 3.3), fair play (M = 3.4) and respect (M = 3.7); while, they didn't find the importance in fitness (M = 6.1), fun (M = 6.0) and justice (M = 4.8). Females placed an emphasis on fair play (M = 2.9), respect (M = 3.0) and excellence (M = 3.1). Fitness (M = 6.4), fun (M = 6.2) and justice (M = 5.8) were of least significance for females. The non-binary/third gender/prefer not to say respondents selected respect (M = 1.7), fair play (M = 2.3) and excellence (M = 2.7) as the most important values and fun (M = 7.0), humanity (M = 6.7) and fitness (M = 6.7) as the least important values.

Table 12. Means and standard deviations of values and their importance to Olympism overall and by gender from the health initiative survey.

Health Initiative	Justice	Friendship	Fair Play	Excellence	Respect	Humanity	Fitness	Fun
Overall (Mean ± SD)	4.6 ± 2.2	4.1 ± 1.8	3.3 ± 1.7	4.1 ± 2.3	3.4 ± 1.6	3.9 ± 2.2	5.7 ± 2.2	6.9 ± 1.7
Males (Mean ± SD)	4.9 ± 2.5	3.9 ± 1.7	2.8 ± 1.4	3.5 ± 2.2	3.1 ± 1.2	4.4 ± 2.1	6.0 ± 2.2	7.3 ± 1.1
Females (Mean ± SD)	4.4 ± 2.1	4.3 ± 1.9	3.7 ± 1.8	4.4 ± 2.4	3.6 ± 1.9	3.6 ± 2.2	5.6 ± 2.2	6.7 ± 2.1
Non-Binary/ Third Gender/ Prefer Not to Say (Mean ± SD)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

From the health initiative survey, fair play (M = 3.3), respect (M = 3.4) and humanity (M = 3.9) were judged the most important values overall in table 12. Fun (M = 6.9), fitness (M = 5.7) and justice (M = 4.6) were the least important values overall. Excellence, one of the values of the Olympic Movement had the highest standard deviation ($\sigma = 2.3$). Respect was the value with the lowest standard deviation ($\sigma = 1.6$).

Males most valued fair play (M = 2.8), respect (M = 3.1) and excellence (M = 3.5) and least valued fun (M = 7.3), fitness (M = 6.0) and justice (M = 4.9). The values rated most important for females were fair play (M = 3.7), respect (M = 3.6) and humanity (M = 3.6); while, the values scored least important for females were fun (M = 6.7), fitness (M = 5.6), as well as justice and excellence (M = 4.4). There were no respondents, which voluntarily identified in the non-binary/third gender/prefer not to say category for the health initiative survey.

Table 13. Means and standard deviations of values and their importance to Olympism overall and by gender from the infrastructure initiative survey.

Infrastructure Initiative	Justice	Friendship	Fair Play	Excellence	Respect	Humanity	Fitness	Fun
Overall (Mean ± SD)	5.2 ± 2.3	4.5 ± 2.1	3.5 ± 1.8	3.1 ± 2.1	3.7 ± 1.7	4.3 ± 2.2	5.5 ± 2.3	6.2 ± 2.0
Males (Mean ± SD)	5.3 ± 2.3	4.1 ± 2.3	3.5 ± 1.8	3.4 ± 2.0	4.0 ± 1.9	4.1 ± 2.3	5.5 ± 2.6	6.1 ± 1.9
Females (Mean ± SD)	6.0 ± 2.3	4.7 ± 1.9	3.1 ± 1.7	3.1 ± 2.2	3.4 ± 1.6	4.7 ± 2.2	5.3 ± 2.4	5.7 ± 2.2
Non-Binary/ Third Gender/ Prefer Not to Say (Mean ± SD)	2.8 ± 1.0	4.5 ± 2.4	5.3 ± 2.1	3.0 ± 2.4	3.0 ± 1.8	4.0 ± 1.8	5.5 ± 1.9	8.0 ± 0.0

Excellence (M = 3.1), fair play (M = 3.5) and respect (M = 3.7) proved to be the most important overall values from the infrastructure initiative survey as shown in table 13. Friendship (M = 4.5) was voted to be the fifth most important value and was the only value of the Olympic Movement to not be considered in the top-three most important conversation. Meanwhile, fun (M = 6.2), fitness (M = 5.5) and justice (M = 5.2) were voted the least important overall values of the eight choices.

Fitness and justice were tied for the highest average standard deviation ($\sigma = 2.3$). Respect was the value with the lowest average standard deviation from the population ($\sigma = 1.7$).

The male respondents most valued excellence (M = 3.4), fair play (M = 3.5) and respect (M = 4.0); while, males least valued fun (M = 6.1), fitness (M = 5.5) and justice (M = 5.3). The female participants placed suggested fair play (M = 3.1), excellence (M = 3.1) and respect (M = 3.4) were the most important values and justice (M = 6.0), fun (M = 5.7) and fitness (M = 5.3) were the least important values. Non-binary/third gender/prefer not to say respondents emphasized justice (M = 2.8), excellence (M = 3.0) and respect (M = 3.0) and didn't highlight fun (M = 8.0), fitness (M = 5.5) and fair play (M = 5.3).

From the overall categories, the following subgroups were the highest rated values:

Fair play (educational initiatives survey): (M = 3.0)

Excellence (infrastructure initiative survey): (M = 3.1)

Respect (educational initiatives survey): (M = 3.2)

The following shows the least important value subsets from the three overall categories:

Fun (health initiative survey): (M = 6.9)

Fitness (educational initiatives survey): (M = 6.3)

Fun (educational initiatives survey): (M = 6.2)

Fun (infrastructure initiative survey): (M = 6.2)

After looking at each of the surveys together, tab. 14 provides the overall M ±SD of all eight values:

Table 14. Means and standard deviations of values and their importance to Olympism overall and by gender from all three surveys.

All Initiative Surveys	Justice	Friendship	Fair Play	Excellence	Respect	Humanity	Fitness	Fun
Overall (Mean ± SD)	5.0 ± 2.3	4.2 ± 1.8	3.3 ± 1.8	3.5 ± 2.0	3.4 ± 1.6	4.2 ± 2.2	5.9 ± 1.9	6.4 ± 1.9
Males (Mean ± SD)	5.0 ± 3.6	3.7 ± 2.3	3.3 ± 1.9	3.7 ± 2.1	3.6 ± 1.7	4.4 ± 2.2	5.9 ± 2.0	6.4 ± 1.9
Females (Mean ± SD)	5.4 ± 2.2	4.5 ± 1.9	3.2 ± 1.8	3.5 ± 2.1	3.3 ± 1.6	4.1 ± 2.3	5.8 ± 2.0	6.2 ± 2.1
Non-Binary/ Third Gender/ Prefer Not to Say (Mean ±SD)	3.7 ± 0.7	4.6 ± 2.5	3.5 ± 1.5	2.8 ± 1.7	2.2 ± 1.4	5.6 ± 1.4	6.2 ± 1.7	7.4 ± 0.6

Collectively, fair play (M = 3.3), respect (M = 3.4) and excellence (M = 3.5) were the most important overall values from the three surveys as depicted in table 14. Fun (M = 6.4), fitness (M = 5.9) and justice (M = 5.0) were the least important values overall. Interestingly enough, respect and excellence are both values of the Olympic Movement. Friendship (M = 4.2), which is the other value of the Olympic Movement tied for the fourth most important value with humanity (M = 4.2).

Across all three surveys, males favored fair play (M = 3.3), respect (M = 3.6), as well as friendship (M = 3.7) and excellence (M = 3.7). Males least favored fun (M = 6.4), fitness (M = 5.9) and justice (M = 5.0). Females felt fair play (M = 3.2), respect (M = 3.3) and excellence (M = 3.5) were the most important; while, females believed fun (M = 6.2), fitness (M = 5.8) and justice (M = 5.4) were the least important. The non-binary/third gender/prefer not to say population preferred respect (M = 2.2), excellence (M = 2.8) and fair play (M = 3.5) were the

most valuable values and fun (M = 7.4), fitness (M = 6.2) and humanity (M = 5.6) were the least valuable values.

8. Which of the three Olympic values (friendship, excellence and respect) are the most important to the Olympic Movement? Which are the least important to the Olympic Movement?

The three values of the Olympic Movement are friendship, excellence and respect. Each survey (educational, health and infrastructure) contained a question around the importance of the Olympic values to the Olympic Movement as a whole. From the responses, a response of 1 = most important and 3 = least important. To analyze the data around this question, each response was categorized for each survey. After results were recorded per each individual survey, then the overall responses were calculated across all three surveys. A culmination of the replies is show in table 15:

Table 15. Means and standard deviations of the Olympic values and their importance to Olympism overall from all three surveys.

Initiative	Friendship	Excellence	Respect
Educational (Mean ± Standard Deviation)	2.1 ± 0.8	2.1 ± 0.8	1.9 ± 0.8
Health (Mean ± Standard Deviation)	2.2 ± 0.7	2.1 ± 0.8	1.7 ± 0.8
Infrastructure (Mean ± Standard Deviation)	2.1 ± 0.8	2.0 ± 0.9	1.9 ± 0.8
Overall (Mean ± Standard Deviation)	2.1 ± 0.8	2.0 ± 0.8	1.8 ± 0.8

From each data set, respect was deemed the most important Olympic value with averages of 1.9 (educational and infrastructure), 1.8 (overall) and 1.7 (health). Friendship was rated as the least important Olympic value (2.2 – health, 2.1 – educational, infrastructure and overall). Excellence ranked in the middle of the three Olympic values, while tying as the least important Olympic value on the educational survey.

These results are consistent with the last analysis question, which reviewed eight values, including the three Olympic values. Fair play, while not an Olympic value, consistently outperformed friendship in ratings.

Delving deeper into the numbers, each of the survey responses were categorized further by gender. These results are depicted below in table 16:

Table 16. Means and standard deviations of the Olympic values and their importance to Olympism by gender from the traditional educational initiatives survey.

<u>Educational Initiatives</u>	<u>Friendship</u>	<u>Excellence</u>	<u>Respect</u>
Males (Mean ± Standard Deviation)	1.7 ± 0.8	2.0 ± 0.8	2.3 ± 0.8
Females (Mean ± Standard Deviation)	2.3 ± 0.8	2.2 ± 0.8	1.5 ± 0.7
Non-Binary/Third Gender/ Prefer not to Say (Mean ± Standard Deviation)	2.7 ± 0.6	1.0 ± 0.0	2.3 ± 0.6

For the educational initiative survey, males preferred the Olympic value of friendship (M = 1.7), which is contrary to nearly every other subcategory. Respect (M = 2.3) was the least important Olympic value for males. The female respondents were contrary to the male respondents, showing a preference for respect (M = 1.5), while friendship rated the least significant (M = 2.3). The non-binary/third gender/prefer not to say category followed the female category's opinion. Respect was the most valued (M = 2.3) and friendship (M = 2.7) was the least valued.

Table 17. Means and standard deviations of the Olympic values and their importance to Olympism by gender from the health initiative survey.

<u>Health Initiative</u>	<u>Friendship</u>	<u>Excellence</u>	<u>Respect</u>
Males (Mean ± Standard Deviation)	2.1 ± 0.7	2.0 ± 1.0	1.9 ± 0.9
Females (Mean ± Standard Deviation)	2.3 ± 0.8	2.2 ± 0.8	1.6 ± 0.7
Non-Binary/Third Gender/Prefer not to Say (Mean ± Standard Deviation)	N/A	N/A	N/A

There were no individuals, who identified as non-binary/third gender/prefer not to say that completed the health initiative survey. Males preferred the Olympic value of respect (M = 1.9) as the most important and friendship (M = 2.1) as the least important. Females also valued respect (M = 1.6) more than excellence (M = 2.0) and friendship (M = 2.1).

Table 18. Means and standard deviations of the Olympic values and their importance to Olympism by gender from the infrastructure initiative survey.

Infrastructure Initiative	Friendship	Excellence	Respect
Males (Mean ± Standard Deviation)	2.0 ± 0.9	2.1 ± 0.8	1.9 ± 0.8
Females (Mean ± Standard Deviation)	2.2 ± 0.7	1.9 ± 1.0	1.9 ± 0.8
Non-Binary/Third Gender/Prefer not to Say (Mean ± Standard Deviation)	2.0 ± 0.8	2.0 ± 1.2	2.0 ± 0.8

In table 18, the infrastructure initiative survey showed similar results as the health initiative survey. Males and females both valued the Olympic value of respect (M = 1.9 for both, respectively). Females actually valued excellence (M = 1.9) as much as respect; while, females determined friendship (M = 2.2) was the least important Olympic value. Males believed excellence (M = 2.1) was the least valuable Olympic value. Non-binary/third gender/prefer not to say didn't have an overall preferred value. All three Olympic values were rated the same on average (M = 2.0).

Finally, all of the Olympic values across the three surveys were categorized by gender to determine gender preference overall. The table below shows this data set:

Table 19. Means and standard deviations of the Olympic values and their importance to Olympism by gender from all three surveys.

All Initiative Surveys	Friendship	Excellence	Respect
Males (Mean ± Standard Deviation)	1.9 ± 0.8	2.0 ± 0.8	2.0 ± 0.8
Females (Mean ± Standard Deviation)	2.3 ± 0.8	2.1 ± 0.8	1.6 ± 0.7

Non-Binary/Third Gender/Prefer not to Say (Mean ± Standard Deviation)	2.3 ± 0.7	1.6 ± 0.7	2.1 ± 0.7
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Across all three surveys in table 19, males preferred friendship (M = 1.9) to excellence and respect (M = 2.0, each). Females felt that respect (M = 1.6) was the most important Olympic value, ahead of excellence (M = 2.1) and friendship (M = 2.3). The non-binary/third gender/prefer not to say population largely valued excellence (M = 1.6) to respect (M = 2.1) and friendship (M = 2.3).

9. Did the initiatives help provide education around the values of the Olympic Movement (friendship, excellence and respect)?

The final analysis question for this study looked into whether the targeted educational, health and infrastructure initiatives provided education around the Olympic values (friendship, excellence and respect). This question was included in each of the three surveys. Respondents could select a choice from the following five-point Likert scale (strongly disagree – 1, somewhat disagree – 2, neither agree nor disagree – 3, somewhat agree – 4, strongly agree – 5). Table 20 below shows a breakdown of the means and standard deviations of each of the surveys, as well as an overall category, which combines the results from all surveys:

Table 20. Means and standard deviations from all initiatives of the 2002 Salt Lake Winter Olympic Games and their effectiveness to provide education around the values of the Olympic Movement (friendship, excellence and respect).

Survey	Mean ± Standard Deviation
Educational Survey	3.8 ± 0.9

Health Survey	3.8 ± 1.0
Infrastructure Survey	4.1 ± 1.0
All Initiative Surveys	3.9 ± 0.9

The infrastructure survey (M = 4.1) was the highest rated of the three survey populations in table 20, leading the educational survey (M = 3.8) and the health survey (M = 3.8). Overall, all three surveys rated higher than average (M = 3.9). A rating of 3.0 would be considered to be an indifferent response (neither agree nor disagree); while, a rating of 4.0 has a somewhat agree label. All three surveys trended right around the 4.0 range.

CHAPTER V: DISCUSSION

5.1 Discussion of Key Findings

While researching mega sporting events, it is evident most effectiveness studies focus on economic impact, usually from a tourism perspective. There is no shortage of research that has

been conducted on the economics of such sporting events. This can be seen by simply googling “impact” and any large-scale sporting event. Focusing on mega sporting events from an Olympic lens, there has long been a debate over the short-term and long-term cost-benefit analysis of hosting the Games (Wills, 2021).

However, the focus of this thesis study wasn’t aimed at adding to an already antiquated conversation around economics and the Olympic Games.

“In many studies the basic facts about the sport event (like duration, number of participants and visitors) and the impact it generated is what is presented. What happens in between – strategies separate from the organisation of the event itself, aimed at creating social impact - frequently remains a ‘black box.’ This is a significant finding as it is assumed that it is precisely this process that highly influences the intended social (and economic) effects. The question arises as to what has to be done - and how, when, and by whom - to be able to ‘use’ a sport event to optimise positive social effects” (Hover, 2016).

The purpose of this study was to measure the effectiveness of the educational (traditional education, health and infrastructure) initiatives of the SLOC for the 2002 Salt Lake Winter Olympic Games. Six initiatives overall were examined through three surveys. The questions from each survey were tailored to each category of initiative (traditional education, health and infrastructure); while, some questions were similar across the board. From the results section, there were nine different analysis questions that were of importance to demonstrate and help provide an understanding for the relationship of the responses of each initiative and several different factors of the respondent population, including but not limited to: age, educational level and gender. In this section, the findings from these questions will be discussed and conclusions will be deduced to provide explanation for the results.

Of most importance from the analysis questions, the study identified the Utah Olympic Park infrastructure initiative as the most effective. Not only was it the highest rated initiative from respondents ($M \pm SD = 3.7 \pm 0.7$), but it’s the only initiative that is still fully continued today.

(For clarification, A Healthier You 2002™ has a part of the initiative that is still present in the Salt Lake City area. The Gold Medal Mile™ plaques are still present on the outdoor activity

trail. The online resources made available by the 2002 Education Website and the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 can also be accessed. However, neither of these initiatives have any sort of current activation methods.)

Of all six initiatives, the Utah Olympic Park continues to thrive 20 years after the conclusion of the 2002 Winter Olympic Games, thanks in part to its robust programming (development level to Olympic/Paralympic level) and its museum, which is a tangible, living and active legacy. The Utah Olympic Legacy Foundation, as previously discussed, continues to secure and provide resources for the UOP to ensure maintenance and development of its facilities and artifacts.

There are many reports that haunt the overall legacy of the Olympic Games. Time and time again, there are images of abandoned Olympic venues and many mentions of the millions of dollars required to build facilities, only to be forgotten after the cauldron is extinguished at the Closing Ceremony.

Lam (2021) discusses a couple of the forgotten venues of the Olympic Games in her South China Morning Post article. The Olympic Stadium in PyeongChang was designed to be torn down immediately after the Closing Ceremony for the Paralympic Games in 2018. The facility cost \$109 million USD to build and was used only four times. Lam also mentions the baseball stadiums from the 2004 Athens Olympic Games, which still sits dilapidated at the site of the Hellenikon International Airport, which has since been replaced with a new airport at a different site (Lam, 2021).

CBS News (2022) exposes a full montage of facilities that have long been left to history, including several from the 2004 Athens Olympic Games and many from the 1984 Sarajevo Olympic Games.

However, on the contrary, other sporting venues are well-maintained and provide a lasting legacy of the Olympic Games to future generations of people. Lam (2021) highlights the 2012 London Olympic Stadium, which is now the home of West Ham United in the English Premier League. The Los Angeles Coliseum is another example of a well-kept Olympic facility. After being utilized for the 1984 Los Angeles Olympic Games, the facility will be included in the venue-lineup for the 2028 Los Angeles Olympic Games as well. Finally, the Bird's Nest in

Beijing, which hosted the 2008 Olympic Games will be used again for the Opening and Closing Ceremonies for the 2022 Olympic Games. The iconic facility has become a frequented tourist attraction during downtimes (Lam, 2021).

With more than 1.4 million visitors since the Olympic Games in 2002, the Utah Olympic Park is a great example of a facility, which continues to be utilized to carry on a lasting legacy for the Olympic Games, while providing opportunities for the next generation of Olympic fans and athletes (Utah Olympic Legacy Foundation, n.d.-a).

The REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 program was the highest rated traditional educational initiative of the SLOC ($M \pm SD = 2.9 \pm 1.2$). The biggest difference between this initiative and the other traditional educational initiatives is mentioned in the name of the program, REACH.

The REACH initiative, which was actually featured on the 2002 Education Website, was a curriculum that was provided to all elementary schools (K-6th Grade) and focused on the development and implementation of education through the lens of the Olympic Movement.

Without an emphasis on long-term activation, the 2002 Education Website was more of an online database for all things related to the Games, including venue maps, ticket information and a calendar of events. Meanwhile, the One School, One Country™ initiative, which was a reiteration of a similar program from the 1998 Nagano Olympic Games, provided a lot of cultural education leading up to the Games, but wasn't continued following the Games. Finally, the ...classroom to events...™ program, which provided students the opportunity to attend test events and participate in sport-related educational content was more of a single day activation and was rated the least effective initiative ($M \pm SD = 2.1 \pm 1.2$).

As was the case with the Utah Olympic Park, the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 initiative had the longest activation window of all of the educational initiatives, which appears to have aided its effectiveness rating. This initiative, in addition to the Utah Olympic Park also both provided a tangible legacy. The REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 was not only available in an online platform, but also as a physical book, to provide ease of

distribution and longevity of activation. The Utah Olympic Park is similar, because it is a physical, brick-and-mortar facility.

Another interesting conclusion from the analysis questions relates to the relationship between the effectiveness of an initiative and the age of an individual responder. As mentioned previously, the Utah Olympic Park was the highest rated initiative overall. Based on the analysis of this initiative, age and effectiveness are correlated. With a correlation of 0.45, the Utah Olympic Park provided the strongest positive relationship of any initiative, when looking at age and effectiveness. It also appears that the older age ranges (41-60: $M \pm SD = 3.9 \pm 0.4$ and more than 60: $M \pm SD = 3.9 \pm 0.4$) had a much more favorable opinion on the initiative, as opposed to the younger age range (26-40: $M \pm SD = 2.0 \pm 1.4$) as shown in tab. 3.

While the Utah Olympic Park yielded the strongest positive correlation between age range and effectiveness, the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 displayed a strong negative correlation (-0.42) between age and effectiveness. The negative correlation implies as one variable increases, the other decreases. This can be shown through the data collected.

The older age ranges preferred the Utah Olympic Park, with the research lending to the conclusion that the older age ranges were less favourable about the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 program (41-60: $M \pm SD = 3.0 \pm 0.8$ and more than 60: $M \pm SD = 2.4 \pm 1.4$).

While the REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 initiative was indeed produced in a physical hard-copy, there was also an online version available. This might lead one to believe that the electronic nature of the initiative led to a more favorable opinion from the younger generations and a less favorable opinion from older generations.

With younger generations thriving in a technology-based society, research lends us to believe older individuals might not feel as comfortable with this type of a world.

From the New York Times, Conger and Griffith (2020) stated, "According to a 2017 Pew Research study, three-quarters of those older than 65 said they needed someone else to set up

their electronic devices. A third also said they were only a little or not at all confident in their ability to use electronics and to navigate the web.”

Research from Notre Dame of Maryland University (2019) provides more support around the preference of communication styles by generation:

“A separate study of millennials by BankMyCell found the majority of respondents didn’t answer phone calls because it was ‘time consuming.’ Similarly, in workplace settings, a survey by management consulting firm Korn Ferry found that millennials also often avoid face-to-face interactions, instead preferring to use online messaging software (55 %) or e-mail (28 %) to communicate with bosses or co-workers. Therefore, the best way to communicate with millennial employees is reaching them through digital messaging apps, whether over the phone or computer.”

Meanwhile, the same article indicates “the best way to communicate with baby boomers at work or at home is through face-to-face conversations” (Notre Dame of Maryland University, 2019).

Deducting from the research, which explains the communication preference of the older generations, the Utah Olympic Park provides an in-person, face-to-face delivery of the initiative, rather than an online or even distanced initiative such as REACH: A Teacher’s Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002.

The final correlation between age and effectiveness was demonstrated through the One School, One Country™ initiative (0.45). As the age of the individual respondent increased, so did the overall effectiveness rating of the initiative. Similar to above, the program encouraged individuals to verbally communicate with other Utah schools and athletes. Athletes were also invited to attend participating schools in person, while visiting Utah for test events and the Olympic Games. The nature of this program lends much more to an older generation, based on the type of communication intended.

The next relationship that was explored was between the overall effectiveness of the initiatives and the education level of the respondents. Unfortunately, due to p-values outside of the 5% confidence range, only one conclusion could be made to provide statistical clarity around this analysis question.

It is evident through the research, there is a negative correlation (-0.43) between the effectiveness and the education level in the 2002 Education Website initiative. This data implies that the lower the education level of an individual in the population, the higher the effectiveness rating. One difference to note in the data is with individuals of a PhD-level education level. There were limited respondents, who self-identified in this category, as shown through a standard deviation of 0. (After further delving, only one person was classified in this category.) The lack of relevance in the PhD category should indicate an anomaly and shouldn't impact the rest of the population data.

Looking at the rest of the analysis, one justification of the negative correlation between effectiveness and the education level of participants in the 2002 Education Website could be the ease of the information available via the initiative. The 2002 Education Website provides a central, electronic platform for finding all relevant information about the 2002 Salt Lake Winter Olympic Games. There is no need to search for information or navigate different platforms. Instead, all of the information is located in a user-friendly maneuverable fashion.

In a 2020 Research.com article by Bouchrika, "According to a joint report by the Boston Consulting Group and Arizona State University (2018), the overall post-secondary student enrollment has been seeing a yearly decline of 1% to 2%, while the number of students taking online courses grows 5% annually."

This study indicates that higher education overall is declining, while also trending towards a more online medium. Figure 17 from the National Center for Education Statistics further signifies the decreasing enrollment numbers of post-secondary education programs (programs for individuals who have completed high school):

Enrollment year	Fall enrollment
2019	19,637,499
2018	19,651,412
2017	19,778,151
2016	19,846,904
2015	19,988,204
2014	20,209,092
2013	20,376,677
2012	20,644,478
2011	21,010,590
2010	21,019,438

Figure 17: National Center for Education Statistics – Enrollment Numbers of Post-Secondary Education Programs *Source: National Center for Education Statistics (n.d.)*

As previously noted, the younger generations are more apt to access information and communicate electronically. From this information, it can be deduced that fewer people are gaining higher education degrees, which could explain why the 2002 Education Website is more desired for lower educational levels, who prefer the online and centralized delivery of the initiative.

Furthermore, on average, the research indicates that most respondents believe there should be Olympic education focused on the Olympic values of friendship, excellence and respect included in school (K-12) curriculum.

This is a trend that has also been discussed by Georgiadis (2008) in a paper for the Beijing Forum 2008, “Today, Olympic education programs are implemented in many countries around the world, a trend that has been increasing in the last five years.”

Georgiadis (2010) continues, “Olympic education programs are growing into an important activity with a strong impact on a range of permanent aspects of global education.”

Olympic education and the values of Olympism is a trend that was continually discussed and analyzed through this thesis. Participants were strategically asked about values overall, before

they were targeted to respond about the three Olympic values (friendship, excellence and respect).

An interesting conclusion from the research of this study provided context around which values respondents valued the most. When asked which of eight values (justice, friendship, fair play, excellence, respect, humanity, fitness, fun) was most important to Olympism, it was surprising to find that fair play was included as a top-three value, rather than friendship, which polled fourth of the eight values. In fact, based on the different gender subcategories, fair play ranked second every time. Males felt excellence was the lowest of the four top-rated values; while, females and non-binary/third-gender/prefer not to say respondents excluded friendship from the top-three values.

Lipoński (2016) discusses the Celtic origin of fair play:

“The oldest Celtic written documents prove that a sense of individual pride and noble behavior was already well known on the British Isles. In Fenian Cycle and Ulster Cycle, which are old Celtic sources we come across a phrase containing fir for, which after transcription from the Old Celtic language reminds us of today’s fair play. Warriors were supposed to be brave, to be faithful and generous to other people.”

Lipoński (2016) provides more criteria around the value of fair play:

- 1) “Sportsmanship among players and supporters of all sides;
- 2) “Obeying the rules and accepting referee’s decisions;
- 3) “Carrying about one’s own and other participants health and well-being;
- 4) “Self-control and respect for the opponent while winning or losing;
- 5) “Exchange of sporting and cultural traditions of various countries.”

Parry (1998) suggests the role of fair play is vital for the future of humanity and believes that the context should not only be seen in physical education class or sporting events, but also in the everyday world. He further states that this value should be handled as providing values in the modern system of education and for the sake of social functioning (Parry, 1998).

Mouratidou (2015) further deliberates over the value of fair play, mentioning that much regarding moral competencies should be taught through consciously constructed pedagogical

methods in physical education (Parisi, Mouratidou, Koidou, Tsorbatsoudis, & Karamavrou, 2015; and Mouratidou, 2016) or sport (Mouratidou, 2007).

One possible explanation for the population valuing fair play could be with recent events in the sporting, but more specifically the Olympic environment. Lately, cheating has been a gargantuan storyline in Olympic sport.

Panja (2021) reported in a New York Times article on one prominent example:

“The world’s top antidoping authority on Monday banished Russia from international competition — including next summer’s Olympic Games in Tokyo — for four years, the latest and most severe punishment yet connected to a yearslong cheating scheme that has tarnished sports, rendered Russia a sports pariah and exacerbated tension between Moscow and the West.”

American sprinter and jumper, Marion Jones is yet another example of the rampant world of cheating in Olympic sport. Jones was found guilty of using steroids after winning five medals at the 2000 Sydney Summer Olympic Games, showcasing a clear violation of the concept of fair play (Thompson & O’Keeffe, 2009).

The formation of the World Anti-Doping Agency in 1999 (World Anti-Doping Agency, n.d.), an organization with a \$40 million annual budget should tell society all that is needed to know about the presence of doping or cheating in international sport (Pells, 2021).

Panja (2021) continues in his article about the Russian ban,

“Under the ban, Russia’s flag, name and anthem would not be allowed at the Tokyo Games next summer or the Beijing Winter Olympics in 2022, though the competitive effects may be minimal: Russian athletes not implicated in doping are expected to be allowed to compete in the Olympics and other world championships, but only under a neutral flag.”

“Antisocial behaviors (cheating, gamesmanship, doping) violating the rules or the spirit of the game have become a part of the game, with athletes using various forms of moral disengagement to differentiate between deception and ‘clever’ play, or which can lead to other unwanted antisocial behaviors in school, such as bullying or cheating (as well as

beyond the school gym in examples of plagiarism or exam cheating)” (Bronikowska et al., 2019).

The Fair Play in Physical Education and Beyond article further discusses the importance of fair play:

“Educating one to practice a behavior of fair play as one of the most universal principles in sport and that goes beyond sport is, or at least should be, one of the most fundamental duties of modern education, not just through school PE classes, but throughout the schooling system. Its significance and influence on the moral development of its participants have been confirmed by research. Positive changes in the attitudes of the young regarding sport and everyday life situations have been confirmed earlier” (Bronikowska, et al., 2019).

With the worldwide attention cheating is receiving, it isn’t surprising individuals might prioritize fair play above one of the other values of Olympism. As the data from this population, as well as other research findings prove, fair play is an important value of Olympism, despite not being included by the IOC as a prioritized Olympic value.

While it is apparent that fair play was valued by the respondents across the board, regardless of gender and/or initiative, the study went further in analyzing the importance of the three values of Olympism specifically.

Of significance, males prioritized friendship to be more important than excellence and respect; while, females believed respect was the top value and the non-binary/third-gender/prefer not to say respondents ranked excellence as the highest of the values of Olympism.

A reason females might value respect more than the friendship and excellence might have to do with the long struggle of women participation in sport. Equality for women in sport has been an issue that has been brought to light frequently throughout the last 50 years. Prior to the introduction of Title IX in 1972 in the United States, only 7% of high school athletes were females. This number has significantly increased since then, hitting a mark of 42% in 2016 (Kluger, 2016).

However, even in 2021, women still notice the large, giant elephant in the room that is inequality in sport. During the National Collegiate Athletic Association's (NCAA) basketball tournaments of 2021, a story was released magnifying the difference between the male student-athlete experience and the female student-athlete experience. The court of public opinion was appalled by the disproportion.

The NCAA offered a formal apology after:

“University of Oregon forward Sedona Prince posted a video Thursday night of the women's tournament weight room, which consisted of a single set of dumbbells. The video then showed what she said was the men's tournament weight room, which was stocked with rows of weights and training equipment” (Deliso, 2021).

A 2014 article in the Journal of Public Health following the 2012 London Olympic Games further exemplifies women's search for respect:

“In 2012, 39 of 876 articles in national newspapers (4.5%) related to women's sports, compared with 22 of 755 (2.9%) in 2013; a non-significant reduction in coverage [difference 1.54%, 95% confidence interval (CI) -0.28 to 3.36]. In 2012, 24 of 647 pictures (3.7%) related to women's activities, compared with 10 of 738 (1.4%) in 2013; a significant reduction in coverage (difference 2.35%; 95% CI 0.68–4.03). The median area per article was significantly greater for men in both years” (Packer et al., 2015).

The article concluded that even in today's society, there is still inherent bias towards men when it relates to media's coverage of sport (Packer et al., 2015).

The results from the study did provide welcome feedback for all of the different SLOC initiatives, which showcased a consensus that each program was successful in providing education around the values of Olympism (friendship, excellence and respect). Respondents volunteered to participate in this study, which more than likely meant they had an overall favorable opinion on the 2002 Salt Lake Games. Additionally, each of the participants were also required to be directly or indirectly involved with one of targeted initiatives, thus potentially inherently offering favorable bias towards the SLOC efforts.

5.2 Conclusions

Based on the results of the study around the effectiveness of the educational initiatives of the 2002 Salt Lake Olympic Games, the following conclusions can be provided:

- 1) With the growing importance of Olympic education, emphasizing the values of Olympism, there is a great opportunity for future organizing committees to develop and measure the short-term and long-term effectiveness of educational initiatives.
- 2) The Utah Olympic Park is the most effective initiative of the 2002 Salt Lake Winter Olympic Games. With a tangible legacy and a foundation to ensure future funding, the Utah Olympic Park provides a way for all generations to experience the success of the Games. From developmental athletes first learning about sport to international athletes hoping to make the Olympic Games to visitors of the UOP's museum reliving the moments of 2002 through the values of Olympism, the initiative continues to prove its effectiveness.
- 3) The REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 initiative is the most effective traditional educational initiative. The program provided a curriculum that was delivered to all elementary schools (K-6th Grade) and focused on the development and implementation of education through the lens of the Olympic Movement. This initiative developed a great framework, which can be utilized and expanded upon by future Organizing Committees of the Olympic Games. The program also did a fantastic job of providing delivery mediums to maximize its reach: physical, hard-copy and an electronic, online version, which can still be accessed today, despite a lack of current activation.
- 4) The Utah Olympic Park showed one of the strongest positive correlations between age range and effectiveness. The UOP was preferred by older generations, due to its tangible nature. One School, One Country™ was also preferred by an elder population, because of

the in-person makeup of the initiative. The REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 produced a strong negative correlation (-0.42) between age and effectiveness. REACH was preferred by the younger generations, as a result of its digital offering.

- 5) The 2002 Education Website provided a negative correlation between the effectiveness of the initiative and education level. Due to the declining of higher-education and the increase of technology, this initiative appears to be favored by younger generations with lower traditional educational levels.
- 6) With the worldwide attention cheating is receiving, it isn't surprising individuals might prioritize fair play above one of the other values of Olympism. As the data from this population, as well as other research findings prove, fair play is an important value of Olympism, despite not being included by the IOC as a prioritized Olympic value.
- 7) Of the three values of Olympism, females value respect more than friendship and excellence, highlighting an historical struggle for equality in sport.
- 8) All targeted initiatives of the 2002 Salt Lake Winter Olympic Games provided education around the values of Olympism (friendship, excellence and respect).

CHAPTER VI: RECOMMENDATIONS

6.1 Recommendations for Los Angeles 2028

1. Develop a sustainable funding source to establish a training site with a museum in an Olympic venue. This tangible, planned legacy will provide opportunities for sport development and Olympic education programming.
2. V.O.I.C.E. (Valuing Olympism in Champions of Excellence or Value-based Olympic education in Champions of Excellence or Voicing Olympism in Champions of Excellence or Voicing Olympism in Connected Education) – Create a traditional educational program in schools (Kindergarten-6th Grade), where athletes share stories virtually/in-person around the Olympic value of fair play with an intended audience of students, teachers and parents/guardians.
3. Mimic and expand the Salt Lake Organizing Committee’s REACH initiative to provide a worldwide online/database for Olympic education and Olympic related information.
4. N.O.T.E.P. (National Olympic Teachers of Excellence Program) – Contest around implementation of Olympic education with winners going to the 2030 Olympic Games as honorary guests/walking in the Opening Ceremony for 2028.
5. N.O.S.E.P. (National Olympic Students of Excellence Program) – Contest around the total athlete (education for health practices, sport practices, traditional educational practices) for students to win the opportunity to walk in the Opening Ceremony for 2028/attend the 2030 Olympic Games.

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APPENDIX I: Agenda 2020 Recommendations

20+20 Recommendations to shape the future of the Olympic Movement

1. Shape the bidding process as an invitation
2. Evaluate bid cities by assessing key opportunities and risks
3. Reduce the cost of bidding
4. Include sustainability in all aspects of the Olympic Games
5. Include sustainability within the Olympic Movement's daily operations
6. Cooperate closely with other sports event organisers
7. Strengthen relationships with organisations managing sport for people with different abilities
8. Forge relationships with professional leagues
9. Set a framework for the Olympic programme
10. Move from a sport-based to an event-based programme
11. Foster gender equality
12. Reduce the cost and reinforce the flexibility of Olympic Games management
13. Maximise synergies with Olympic Movement stakeholders
14. Strengthen the 6th Fundamental Principle of Olympism
15. Change the philosophy to protecting clean athletes
16. Leverage the IOC USD 20 million fund to protect clean athletes
17. Honour clean athletes
18. Strengthen support to athletes
19. Launch an Olympic Channel
20. Enter into strategic partnerships

21. Strengthen IOC advocacy capacity
 22. Spread Olympic values-based education
 23. Engage with communities
 24. Evaluate the Sport for Hope programme
 25. Review Youth Olympic Games positioning
 26. Further blend sport and culture
 27. Comply with basic principles of good governance
 28. Support autonomy
 29. Increase transparency
 30. Strengthen the IOC Ethics Commission independence
 31. Ensure compliance
 32. Strengthen ethics
 33. Further involve sponsors in “Olympism in Action” programmes
 34. Develop a global licensing programme
 35. Foster TOP sponsors’ engagement with NOCs
 36. Extend access to the Olympic brand for non-commercial use
 37. Address IOC membership age limit
 38. Implement a targeted recruitment process
 39. Foster dialogue with society and within the Olympic Movement
 40. Review scope and composition of IOC commissions
- (International Olympic Committee, 2014)

APPENDIX II: Salt Lake Organizing Committee Traditional Educational Initiatives Survey

Salt Lake Organizing Committee Educational Initiatives

Start of Block: Default Question Block

Q1 International Olympic Academy Thesis

Dear Participant,

Thank you in advance for your willingness to participate in this survey to measure the effectiveness of the educational initiatives of the Salt Lake Organizing Committee (SLOC) during the Salt Lake City 2002 Winter Olympic Games. My name is Cole McKeel and I am working on my thesis study through the International Olympic Academy and the University of Peloponnese in Olympia, Greece. The purpose of this survey is to gather information to provide recommendations to the organizing committee for the upcoming LA 2028 Summer Olympic Games.

This survey is being conducted for research and is the first major step in helping LA 2028 to develop an educational initiative in an efficient, effective and sustainable way. By focusing on the measures taken by the Salt Lake Organizing Committee (SLOC), your responses will help provide worthwhile research for use of decision making and implementation.

You have been selected to complete this survey because of your educational and/or professional background. The survey, attached on the following pages, will take approximately 5-10 minutes to complete. All survey results will be kept completely confidential and anonymous. No identifiable private information will be asked.

In this endeavor, I am excited to acknowledge support from the following partners:

- International Olympic Academy
- University of Peloponnese
- LA 2028

All questions, comments and/or concerns may also be addressed to Cole McKeel, ioathesis@gmail.com.

Thank you again for your support!

Cole McKeel

- o Participation in this study is voluntary. By completing this survey, you are consenting to participate in this study. Please note: You must be 18 years of age or older to participate in this study. All survey results will be kept completely confidential and anonymous. No identifiable private information will be asked. CHECK THE BOX TO CONTINUE TO THE SURVEY. (1)

.....
Page Break

Q2 What is your age? (You must be 18 years of age or older to participate in this study.)

- o 18-25 (1)
- o 26-40 (2)
- o 41-60 (3)
- o More than 60 (4)

Q3 What is your gender?

- Male (1)
- Female (2)
- Non-binary / third gender (3)
- Prefer not to say (4)

Q4 What is your native language?

- English (1)
 - Spanish (2)
 - French (3)
 - Mandarin (4)
 - Arabic (5)
 - Other (6)
-

Q5 What is the highest level of education you have achieved?

- High School/GED (1)
 - Associate Degree (2)
 - Bachelor Degree (3)
 - Master Degree (4)
 - PhD (5)
 - Other (6)
-

Display This Question:

If What is the highest level of education you have achieved? = Other

Q6 If you selected "other," list your highest level of education achieved.

Q7 Did you live in the Salt Lake City area during the 2002 Salt Lake City Winter Olympic Games?

- Yes (1)
- No (2)

Display This Question:

If Did you live in the Salt Lake City area during the 2002 Salt Lake City Winter Olympic Games? = No

Q8 If no, where did you live?

Q9 Which event(s) did you attend for the Salt Lake City 2002 Winter Olympic Games? (Mark all that apply.)

- Alpine skiing (slalom, giant slalom, combined, downhill, super-G) (1)
 - Freestyle skiing (2)
 - Ice hockey (3)
 - Snowboarding (4)
 - Figure skating (5)
 - Speedskating (short-track, long-track) (6)
 - Biathlon (7)
 - Cross-country skiing (8)
 - Nordic combined (9)
 - Curling (10)
 - Bobsled (11)
 - Skeleton (12)
 - Luge (13)
 - Ski jumping (14)
 - Opening Ceremony (15)
 - Closing Ceremony (16)
 - N/A (17)
-

Q10 With whom did you attend the Salt Lake City 2002 Winter Olympic Games?

- Family Member(s) (1)
- Friend(s) (2)
- School Group (3)
- Work Group (4)
- Other (5)
- N/A (6)

Display This Question:

If With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = Other

Q11 If you selected "other," list with whom you attended.

Display This Question:

If With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = School Group

Or With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = Work Group

Q12 If you attended as a member of a group, what was the name of the group?

Q13 Do you remember any athletes who had memorable athletic performances at the Salt Lake City 2002 Winter Olympic Games?

Q14 What was your favorite memory/experience from the Salt Lake City 2002 Winter Olympic Games?

Q15 Rate your overall impression of the Salt Lake City 2002 Winter Olympic Games.

- Very Unsatisfied (1)
- Unsatisfied (2)
- Neutral (3)
- Satisfied (4)
- Very Satisfied (5)

Display This Question:

If Rate your overall impression of the Salt Lake City 2002 Winter Olympic Games. = Very Unsatisfied

Or Rate your overall impression of the Salt Lake City 2002 Winter Olympic Games. = Unsatisfied

Q16 If you selected "Very Unsatisfied" or "Unsatisfied," explain why?

Q17 How frequently do you watch the Olympic Games?

- Never (1)
 - Rarely (2)
 - Sometimes (3)
 - Usually (4)
 - Always (5)
-

Q18 Have you attended other Olympic Games? If so, which Games did you attend?

Q19 Would you attend future Olympic Games in Salt Lake City?

- Definitely Not (1)
 - Probably Not (2)
 - Maybe or Maybe Not (3)
 - Probably (4)
 - Definitely (5)
-

Display This Question:

*If Would you attend future Olympic Games in Salt Lake City? = Definitely Not
Or Would you attend future Olympic Games in Salt Lake City? = Probably Not*

Q20 If you selected "Definitely Not" or "Probably Not," explain why?

Q21 Do you plan to attend the Los Angeles 2028 Summer Olympic Games?

- Definitely Not (1)
- Probably Not (2)
- Maybe or Maybe Not (3)
- Probably (4)
- Definitely (5)

Display This Question:

*If Do you plan to attend the Los Angeles 2028 Summer Olympic Games? = Definitely Not
Or Do you plan to attend the Los Angeles 2028 Summer Olympic Games? = Probably Not*

Q22 If you selected "Definitely Not" or "Probably Not," explain why?

Q23 Do you remember any educational initiatives of the Salt Lake City 2002 Winter Olympic Games? (List all that apply.)

Q24 In what capacity did you participate in any of the educational initiatives you listed? (Mark all that apply).

- Spectator (1)
- Athlete (2)
- Coach (3)
- Administrative Role (Directly related to production of the Games) (4)
- Student/Teacher/Education Administrator (5)
- Other (6)
- N/A (7)

Display This Question:

If In what capacity did you participate in any of the educational initiatives you listed? (Mark all... = Other

Q25 If you selected "other," list the capacity of your participation.

Q26 Rank the following values from most important = 1 to least important = 8 as they relate to Olympism: (Please don't duplicate numbers for different values.) Drag and drop your answers.

- _____ Justice (1)
- _____ Friendship (2)
- _____ Fair play (3)
- _____ Excellence (4)
- _____ Respect (5)
- _____ Humanity (6)
- _____ Fitness (7)
- _____ Fun (8)

Q27 Rank the following values of the Olympic Movement from most important - 1 to least important - 3: (Friendship, Excellence, Respect) (Please don't duplicate numbers for different values.) Drag and drop your answers.

_____ Friendship (1)

_____ Excellence (2)

_____ Respect (3)

Q28 Do you feel like Olympic education focusing on the values of friendship, excellence and respect, should be included in school (grades K-12) curriculum?

- Definitely not (1)
 - Probably not (2)
 - Might or might not (3)
 - Probably yes (4)
 - Definitely yes (5)
-

Q29 Did the initiatives you listed help provide education around the values of the Olympic Movement (friendship, excellence and respect)?

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Neither agree nor disagree (3)
 - Somewhat agree (4)
 - Strongly agree (5)
-

Display This Question:

If Did the initiatives you listed help provide education around the values of the Olympic Movement (... = Strongly disagree

Or Did the initiatives you listed help provide education around the values of the Olympic Movement (... = Somewhat disagree

Q30 If you selected "Strongly disagree" or "Somewhat disagree," explain why?

Q31 Rank the following educational initiatives from least educational content = 1 provided to most educational content = 4: Drag and drop your answers.

_____ One School, One Country: Through the program, students were introduced to a variety of cultures, languages, customs, music and sports from around the world. The program encouraged students to communicate with other Utah schools who shared their adopted country as well as with the country itself. NOC's often visited schools partnered with their country through One School One Country™ (1)

_____ 2002 Education Website (<https://www.uen.org/k12educator/reach/>): 2002 Education Website supports One School One Country™ and describes SLOC Education programs including lesson plans and Games-related news, the route of the torch relay and press releases. (2)

_____ REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002: REACH was a resource and teaching guide with information and activities relating to Olympic traditions, sports, venues and includes Utah specific information. (3)

_____ Classroom to events: students received sport related curriculum and attended test events at Olympic/Paralympic venues during the 1998-2001 school years. ...classroom to events...™ allowed students from all over the state to see world class competition, while allowing SLOC Education an opportunity to work with students on venue. ...classroom to events...™ also provided an audience for athletes competing during test events. (4)

Q32 Do you know if any of the following educational initiatives continued after the end of the Salt Lake City 2002 Winter Olympic Games? (Mark all that apply.)

	Yes (1)	No (2)
One School, One Country (1)	<input type="checkbox"/>	<input type="checkbox"/>

Classroom to Events (2)

2002 Education Website (3)

REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 (4)

Page Break

Q33 Which of the aforementioned initiatives should be continued today? (Mark all that apply.)

	Yes (1)	Maybe (2)	No (3)
One School, One Country (1)	o	o	o
Classroom to Events (2)	o	o	o
2002 Education Website (3)	o	o	o
REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 (4)	o	o	o

Display This Question:

If Which of the aforementioned initiatives should be continued today? (Mark all that apply.)
= No

Q34 If you selected "No" for any of the initiatives, explain why?

Q35 Rank the effectiveness of the following educational initiatives from least effective = 1 to most effective = 4: Drag and drop your answers.

_____ One School, One Country (1)

_____ Classroom to Events (2)

_____ 2002 Education Website (3)

_____ REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 (4)

Q36 What improvements would you make to each of the following educational initiatives?

o One School, One Country (1) _____

o Classroom to Events (2) _____

o 2002 Education Website (3) _____

o REACH: A Teacher's Guide to the Olympic Winter Games and the Paralympic Winter Games of 2002 (4) _____

Q37 What did you like most about your experience at the Salt Lake City 2002 Winter Olympic Games?

Q38 Based on your experience, what would you suggest to the Los Angeles 2028 Summer Olympic Games organizing committee to make it a memorable and educationally valuable experience for attendees?

End of Block: Default Question Block

APPENDIX III: Salt Lake Organizing Committee Health Education Initiative Survey

Salt Lake Organizing Committee Health Initiative

Start of Block: Default Question Block

Q1
International Olympic Academy Thesis

Dear Participant,

Thank you in advance for your willingness to participate in this survey to measure the effectiveness of the health initiative of the Salt Lake Organizing Committee (SLOC) during the Salt Lake City 2002 Winter Olympic Games. My name is Cole McKeel and I am working on my thesis study through the International Olympic Academy and the University of Peloponnese in Olympia, Greece. The purpose of this survey is to gather information to provide recommendations to the organizing committee for the upcoming LA 2028 Summer Olympic Games.

This survey is being conducted for research and is the first major step in helping LA 2028 to develop a health initiative in an efficient, effective and sustainable way. By focusing on the measures taken by the Salt Lake Organizing Committee (SLOC), your responses will help provide worthwhile research for use of decision making and implementation.

You have been selected to complete this survey because of your educational and/or professional background. The survey, attached on the following pages, will take approximately 5-10 minutes to complete. **All survey results will be kept completely confidential and anonymous. No identifiable private information will be asked.**

In this endeavor, I am excited to acknowledge support from the following partners:

- International Olympic Academy
- University of Peloponnese
- LA 2028

All questions, comments and/or concerns may also be addressed to Cole McKeel, via ioathesis@gmail.com.

Thank you again for your support!

Cole McKeel

- o Participation in this study is voluntary. By completing this survey, you are consenting to participate in this study. Please note: You must be 18 years of age or older to participate in this study. All survey results will be kept completely confidential and anonymous. No identifiable private information will be asked. CHECK THE BOX TO CONTINUE TO THE SURVEY. (3)

Page Break

Q2 What is your age? (You must be 18 years of age or older to participate in this study.)

- 18-25 (1)
 - 26-40 (2)
 - 41-60 (3)
 - More than 60 (4)
-

Q3 What is your gender?

- Male (1)
 - Female (2)
 - Non-binary/Third Gender (3)
 - Prefer Not to Say (4)
-

Q4 What is your native language?

- English (1)
 - Spanish (2)
 - French (3)
 - Mandarin (4)
 - Arabic (5)
 - Other (6)
-

Q5 What is the highest level of education you have achieved?

- High School/GED (1)
- Associate Degree (2)
- Bachelor Degree (3)
- Master Degree (4)
- PhD (5)
- Other (6)

Display This Question:

If What is the highest level of education you have achieved? = Other

Q6 If you selected "other," list your highest level of education achieved.

Q7 Did you live in the Salt Lake City area during the Salt Lake City 2002 Winter Olympic Games?

- Yes (1)
- No (2)

Display This Question:

If Did you live in the Salt Lake City area during the Salt Lake City 2002 Winter Olympic Games? = No

Q8 If no, where did you live?

Q9 Which event(s) did you attend for the Salt Lake City 2002 Winter Olympic Games? (Mark all that apply.)

- Alpine skiing (slalom, giant slalom, combined, downhill, super-G) (1)
- Freestyle skiing (2)
- Ice hockey (3)
- Snowboarding (4)
- Figure skating (5)
- Speedskating (short-track, long-track) (6)
- Biathlon (7)
- Cross-country skiing (8)
- Nordic combined (9)
- Curling (10)
- Bobsled (11)
- Skeleton (12)
- Luge (13)
- Ski jumping (14)
- Opening Ceremony (15)
- Closing Ceremony (16)
- N/A (17)

Q10 With whom did you attend the Salt Lake City 2002 Winter Olympic Games?

- Family Member(s) (1)
- Friend(s) (2)
- School Group (3)
- Work Group (4)
- Other (5)
- N/A (6)

Display This Question:

If With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = Other

Q11 If you selected "other," list with whom you attended.

Display This Question:

If With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = School Group

Or With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = Work Group

Or With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = Other

Q12 If you attended as a member of a group, what was the name of the group?

Q13 Rate your overall impression of the Salt Lake City 2002 Winter Olympic Games.

- Very Unsatisfied (1)
 - Unsatisfied (2)
 - Neutral (3)
 - Satisfied (4)
 - Very Satisfied (5)
-

Display This Question:

If Rate your overall impression of the Salt Lake City 2002 Winter Olympic Games. = Very Unsatisfied

Or Rate your overall impression of the Salt Lake City 2002 Winter Olympic Games. = Unsatisfied

Q14 If you selected "Very Unsatisfied" or "Unsatisfied," explain why?

Q15 Do you remember any athletes who had memorable athletic performances at the Salt Lake City 2002 Winter Olympic Games?

Q16 What was your favorite memory/experience from the Salt Lake City 2002 Winter Olympic Games?

Q17 How frequently do you watch the Olympic Games?

- Never (1)
- Rarely (2)
- Sometimes (3)
- Usually (4)
- Always (5)

Q18 Have you attended other Olympic Games? If so, which Games did you attend?

Q19 Would you attend future Olympic Games in Salt Lake City?

- Definitely Not (1)
- Probably Not (2)
- Maybe or Maybe Not (3)
- Probably (4)
- Definitely (5)

Display This Question:

*If Would you attend future Olympic Games in Salt Lake City? = Definitely Not
Or Would you attend future Olympic Games in Salt Lake City? = Probably Not*

Q20 If you selected "Definitely Not" or "Probably Not," explain why?

Q21 Do you plan to attend the Los Angeles 2028 Summer Olympic Games?

- Definitely Not (4)
 - Probably Not (5)
 - Maybe or Maybe Not (6)
 - Probably (7)
 - Definitely (8)
-

Display This Question:

*If Do you plan to attend the Los Angeles 2028 Summer Olympic Games? = Definitely Not
Or Do you plan to attend the Los Angeles 2028 Summer Olympic Games? = Probably Not*

Q22 If you selected "Definitely Not" or "Probably Not," explain why?

Q23 Do you remember any health initiatives of the Salt Lake City 2002 Winter Olympic Games?
(List all that apply.)

Q24 In what capacity did you participate in any of the health initiatives you listed? (Mark all that apply).

- Spectator (1)
- Athlete (2)
- Coach (3)
- Administrative Role (Directly related to production of the Games) (4)
- Student/Teacher/Education Administrator (5)
- Other (6)
- N/A (7)

Display This Question:

If In what capacity did you participate in any of the health initiatives you listed? (Mark all that... = Other

Q25 If you selected "other," list the capacity of your participation.

Q26 Rank the following values from most important = 1 to least important = 8 as they relate to Olympism: Drag and drop your answers.

- _____ Justice (1)
- _____ Friendship (2)
- _____ Fair play (3)
- _____ Excellence (4)
- _____ Respect (5)
- _____ Humanity (6)
- _____ Fitness (7)
- _____ Fun (8)

Q27 Rank the following values of the Olympic Movement from most important to least important: (Friendship, Excellence, Respect) Drag and drop your answers.

- _____ Friendship (1)
- _____ Excellence (2)
- _____ Respect (3)

Q28 Do you feel like Olympic education focusing on the values of friendship, excellence and respect, should be included in school (grades K-12) curriculum?

- Definitely not (1)
- Probably not (2)
- Might or might not (3)
- Probably yes (4)
- Definitely yes (5)

Q29 Did the initiatives you listed help provide education around the values of the Olympic Movement (friendship, excellence and respect)?

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Display This Question:

If Did the initiatives you listed help provide education around the values of the Olympic Movement (... = Strongly disagree

Or Did the initiatives you listed help provide education around the values of the Olympic Movement (... = Somewhat disagree

Q30 If you selected "Strongly disagree" or "Somewhat disagree," explain why?

Page Break

Q31 Do you know if the "A Healthier You 2002" health initiative continued after the end of the 2002 Olympic Games?

A Healthier You 2002 Goals: Use the Olympic Spirit to motivate the people of Utah to maximize their health. Provide opportunities for the people of Utah to participate in events that lead to positive lifestyle changes and their accompanying health benefits. Establish a broad-based coalition of health partners to implement and sustain AHY2002

- Definitely not (1)
 - Probably not (2)
 - Might or might not (3)
 - Probably yes (4)
 - Definitely yes (5)
-

Q32 Do you think the "A Healthier You 2002" health initiative be continued today?

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Neither agree nor disagree (3)
 - Somewhat agree (4)
 - Strongly agree (5)
-

Display This Question:

If Do you think the "A Healthier You 2002" health initiative be continued today? = Strongly disagree

Or Do you think the "A Healthier You 2002" health initiative be continued today? = Somewhat disagree

Q33 If you selected "Strongly disagree" or "Somewhat disagree," explain why?

Q34 Rank the effectiveness of the "A Healthier You 2002" initiative **to provide health education** from extremely effective to not effective at all:

	Ineffective (1)	Somewhat Ineffective (2)	Somewhat Effective (3)	Most Effective (4)
A Healthier You (1)	0	0	0	0

Q35 Rank the **overall effectiveness** of the "A Healthier You 2002" health initiative:

	Ineffective (1)	Somewhat Ineffective (2)	Somewhat Effective (3)	Most Effective (4)
A Healthier You (1)	0	0	0	0

Display This Question:

*If Rank the overall effectiveness of the "A Healthier You 2002" health initiative: = Ineffective
Or Rank the overall effectiveness of the "A Healthier You 2002" health initiative: = Somewhat Ineffective*

Q36 If you selected "Ineffective" or "Somewhat Ineffective," explain why?

Q37 Do you remember any of the events associated with the "A Healthier You 2002" initiative? (List all that apply.)

Q38 What improvements would you make to "A Healthier You 2002?"

Q39 Based on your experience, what would you suggest to the Los Angeles 2028 Summer Olympic Games organizing committee to make it a memorable and educationally valuable experience for attendees?

APPENDIX IV: Salt Lake Organizing Committee Infrastructure Education Initiative Survey

Salt Lake Organizing Committee Infrastructure Initiative

Start of Block: Default Question Block

Q1 International Olympic Academy Thesis

Dear Participant,

Thank you in advance for your willingness to participate in this survey to measure the effectiveness of the infrastructure initiative of the Salt Lake Organizing Committee (SLOC) during the Salt Lake City 2002 Winter Olympic Games. My name is Cole McKeel and I am working on my thesis study through the International Olympic Academy and the University of Peloponnese in Olympia, Greece. The purpose of this survey is to gather information to provide recommendations to the organizing committee for the upcoming LA 2028 Summer Olympic Games.

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- LA 2028

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Thank you again for your support!

Cole McKeel

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Page Break

Q2 What is your age? (You must be 18 years of age or older to participate in this study.)

- o 18-25 (1)
- o 26-40 (2)
- o 41-60 (3)
- o More than 60 (4)

Q3 What is your gender?

- Male (1)
 - Female (2)
 - Non-binary/Third Gender (3)
 - Prefer Not to Say (4)
-

Q4 What is your native language?

- English (1)
- Spanish (2)
- French (3)
- Mandarin (4)
- Arabic (5)
- Other (6)

Q5 What is the highest level of education you have achieved?

- High School/GED (1)
 - Associate Degree (2)
 - Bachelor Degree (3)
 - Master Degree (4)
 - PhD (5)
 - Other (6)
-

Display This Question:

If What is the highest level of education you have achieved? = Other

Q6 If you selected "other," list your highest level of education achieved.

Q7 Did you live in the Salt Lake City area during the 2002 Salt Lake City Winter Olympic Games?

- Yes (1)
- No (2)

Display This Question:

If Did you live in the Salt Lake City area during the 2002 Salt Lake City Winter Olympic Games? = No

Q8 If "No," where did you live?

Q9 Which event(s) did you attend for the Salt Lake City 2002 Winter Olympic Games? (Mark all that apply.)

- Alpine skiing (slalom, giant slalom, combined, downhill, super-G) (1)
- Freestyle skiing (2)
- Ice hockey (3)
- Snowboarding (4)
- Figure skating (5)
- Speedskating (short-track, long-track) (6)
- Biathlon (7)
- Cross-country skiing (8)
- Nordic combined (9)
- Curling (10)
- Bobsled (11)
- Skeleton (12)
- Luge (13)
- Ski jumping (14)
- Opening Ceremony (15)
- Closing Ceremony (16)
- N/A (17)

Q10 With whom did you attend the Salt Lake City 2002 Winter Olympic Games?

- Family Member(s) (1)
- Friend(s) (2)
- School Group (3)
- Work Group (4)
- Other (5)
- N/A (6)

Display This Question:

If With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = Other

Q11 If you selected "other," list with whom you attended.

Display This Question:

If With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = School Group

Or With whom did you attend the Salt Lake City 2002 Winter Olympic Games? = Work Group

Q12 If you attended as a member of a group, what was the name of the group?

Q13 Do you remember any athletes who had memorable athletic performances at the Salt Lake City 2002 Winter Olympic Games?

Q14 What was your favorite memory/experience from the Salt Lake City 2002 Winter Olympic Games?

Q15 Rate your overall impression of the Salt Lake City 2002 Winter Olympic Games.

- Very Unsatisfied (1)
 - Unsatisfied (2)
 - Neutral (3)
 - Satisfied (4)
 - Very Satisfied (5)
-

Display This Question:

If Rate your overall impression of the Salt Lake City 2002 Winter Olympic Games. = Very Unsatisfied

Or Rate your overall impression of the Salt Lake City 2002 Winter Olympic Games. = Unsatisfied

Q16 If you selected "Very Unsatisfied" or "Unsatisfied," explain why?

Q17 How frequently do you watch the Olympic Games?

- Never (1)
 - Rarely (2)
 - Sometimes (3)
 - Usually (4)
 - Always (5)
-

Q18 Have you attended other Olympic Games? If so, which Games did you attend?

Q19 Would you attend future Olympic Games in Salt Lake City?

- Definitely Not (1)
- Probably Not (2)
- Maybe or Maybe Not (3)
- Probably (4)
- Definitely (5)

Display This Question:

*If Would you attend future Olympic Games in Salt Lake City? = Definitely Not
Or Would you attend future Olympic Games in Salt Lake City? = Probably Not*

Q20 If you selected "Definitely Not" or "Probably Not," explain why?

Q21 Do you plan to attend the Los Angeles 2028 Summer Olympic Games?

- Definitely Not (1)
- Probably Not (2)
- Maybe or Maybe Not (3)
- Probably (4)
- Definitely (5)

Display This Question:

*If Do you plan to attend the Los Angeles 2028 Summer Olympic Games? = Definitely Not
Or Do you plan to attend the Los Angeles 2028 Summer Olympic Games? = Probably Not*

Q22 If you selected "Definitely Not" or "Probably Not," explain why?

Q23 How many times have you visited Utah Olympic Park facilities?

- 0 (1)
- 1-5 (2)
- 6-10 (3)
- >10 (4)

Q24 In what capacity did you visit the Utah Olympic Park? (Mark all that apply).

- Spectator (1)
- Athlete (2)
- Coach (3)
- Administrative Role (Directly related to production of the Games) (4)
- Student/Teacher/Education Administrator (5)
- Other (6)
- N/A (7)

Display This Question:

If In what capacity did you visit the Utah Olympic Park? (Mark all that apply). = Other

Q25 If you selected "Other," list the capacity of your participation.

Q26 Rank the following values from most important = 1 to least important = 8 as they relate to Olympism: (Please don't duplicate numbers for different values.) Drag and drop your answers.

- _____ Justice (1)
 - _____ Friendship (2)
 - _____ Fair play (3)
 - _____ Excellence (4)
 - _____ Respect (5)
 - _____ Humanity (6)
 - _____ Fitness (7)
 - _____ Fun (8)
-

Q27 Rank the following values of the Olympic Movement from most important - 1 to least important - 3: (Friendship, Excellence, Respect) (Please don't duplicate numbers for different values.) Drag and drop your answers.

- _____ Friendship (1)
 - _____ Excellence (2)
 - _____ Respect (3)
-

Q28 What are your overall sentiments towards the Utah Olympic Park?

- Extremely Unfavorable (1)
 - Somewhat Unfavorable (2)
 - Neither Favorable or Unfavorable (3)
 - Somewhat Favorable (4)
 - Extremely Favorable (5)
-

Display This Question:

If What are your overall sentiments towards the Utah Olympic Park? = Extremely Unfavorable

Or What are your overall sentiments towards the Utah Olympic Park? = Somewhat Unfavorable

Q29 If you selected "Extremely Unfavorable" or "Somewhat Unfavorable," explain why?

Q30 Do you feel like Olympic education focusing on the values of friendship, excellence and respect, should be included in school (grades K-12) curriculum?

- Definitely not (1)
- Probably not (2)
- Might or might not (3)
- Probably yes (4)
- Definitely yes (5)

Display This Question:

If Do you feel like Olympic education focusing on the values of friendship, excellence and respect,... = Definitely not

Or Do you feel like Olympic education focusing on the values of friendship, excellence and respect,... = Probably not

Q31 If you selected "Definitely not" or "Probably not," explain why?

Q32 Does the Utah Olympic Park help provide education around the values of the Olympic Movement (friendship, excellence and respect)?

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Display This Question:

If Does the Utah Olympic Park help provide education around the values of the Olympic Movement (frie... = Strongly disagree

Or Does the Utah Olympic Park help provide education around the values of the Olympic Movement (frie... = Somewhat disagree

Q33 If you selected "Strongly disagree" or "Somewhat disagree," explain why?

Q34 Were there key events/area of the Olympic Movement or the 2002 Winter Olympic Games that weren't focused on during your visit? If yes, list all that apply.

Q35 Which type of events have you attended at the Utah Olympic Park either during the 2002 Winter Olympic Games or post 2002 Winter Olympic Games? (Mark all that apply.)

- Bobsled/Skeleton (1)
- Luge (2)
- Ski jumping (3)
- Museum Event (4)
- Other (5)

Display This Question:

If Which type of events have you attended at the Utah Olympic Park either during the 2002 Winter Oly... = Other

Q36 If you selected "Other," list the type of event(s) you have attended at the Utah Olympic Park during the 2002 Winter Olympic Games or post 2002 Winter Olympic Games.

Page Break

Q37 Rank the **overall effectiveness** of the Utah Olympic Park:

- Very ineffective (1)
- Somewhat ineffective (2)
- Somewhat effective (3)
- Very effective (4)

Q38 What improvements would you make to the Utah Olympic Park?

Q39 What did you like most about your experience at the Salt Lake City 2002 Winter Olympic Games?

Q40 Based on your experience, what would you suggest to the Los Angeles 2028 Summer Olympic Games organizing committee to make it a memorable and educationally valuable experience for attendees?
