

Presented by:  
The U.S. Olympic Committee



# *Olympic School Celebration*

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## **A Word About Olympic Education**

Every two years, the drama and excitement of the Olympic Games draws the world's attention to the ideals of the Olympic movement. The Olympic movement has its roots in a spirit and philosophy of life that has endured since ancient times. The ancient Greeks appreciated the Olympic Games primarily for their demonstration of the most respected human attributes: mental and physical greatness combined with moral and ethical consistency. This respect for human values and abilities became a philosophy, a way of life, which was passed on to us. It is a philosophy we call "Olympism". Today, the philosophy of Olympism and the Olympic movement have a powerful uniqueness that is understood and felt throughout the world. This Olympic "magic" transcends the boundaries of race, culture, religion and language; it has no equal!

## **A Word About the Olympic School Celebration Program**

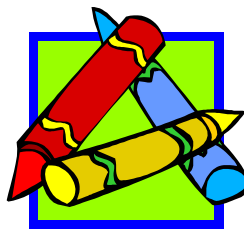
The Olympic School Celebration program was created for educators' use in expanding student awareness and appreciation for the Olympic Games and the Olympic movement. The activities in the Olympic School Celebration guide are designed to accompany and enhance the regular subjects taught in the classroom. Through a focus on the Olympic Games, students will be reinforcing their skills in reading, math, social studies, science, art, music, and physical education. The activities also focus on the Olympic ideals of vision, focus, commitment, persistence, and discipline. Participation in the Olympic School Celebration activities will help students to build their self-confidence and spirit of adventure as well as develop their knowledge and learning skills.



## Goals of the Olympic School Celebration Program

The Olympic School Celebration program can be implemented over a week, month, or entire school year. The following objectives of the program may be modified to fit the needs of a specific school or organization.

- Students will practice and enhance regular classroom skills through Olympic activities.
- Students will study various Olympic nations and gain a greater understanding of the different cultures and backgrounds of Olympic participants from around the world.
- Students will examine the physical fitness and nutritional requirements of Olympic athletes and modify those requirements to help them make healthy lifestyle choices.
- Students will gain a respect for the commitment to excellence, the sacrifices and the individual attributes necessary to enable a person to reach his/her potential.
- Students will participate in Olympic Celebration week based on the philosophy of Olympism and the structure of the Olympic Games that emphasizes cooperation, participation and fair play.
- Students will develop a heightened interest in the Olympic movement and the Olympic Games of the past and the future.





## **What is the Olympic School Celebration Program?**

The Olympic School Celebration program includes a resource guide full of information and interdisciplinary activities about the Olympic Games and the Olympic movement. The program structure encourages educators to employ Olympic theme activities throughout the school year. The activities are presented according to a timeline that begins in September and ends in June. This timeline can be modified to meet the needs of an individual school.

The activities in this guide highlight many academic areas relevant to the Olympic Games. Students are asked to explore the culture, geography, and general history of Olympic nations in addition to learning about the history of the Olympic Games, the Olympic sports, and numerous Olympic athletes. The Olympic School Celebration activities offer wonderful opportunities for educators to integrate common learning themes across disciplines. The activities are student-centered and accommodate a wide variety of learning styles.

In addition to suggesting activities for Olympic study, the Olympic School Celebration guide provides information about hosting an Olympic Celebration Week at the end of the school year. The Olympic Celebration week is designed to be a culminating festival of events that recognize participation in Olympic theme activities throughout the preceding months.

## **Who Can Use the Olympic School Celebration Program?**

The Olympic School Celebration Program is designed for use by educators who would like to infuse Olympic ideals and the Olympic spirit into every content area as enriching topics of interest. Parents, teacher assistants, school or program administrators, and community members can also play a valuable role in the implementation of the program. The level of participation may vary according to group size, organizational structure, and the length of time available for the program.



## **Experiencing the Olympic School Celebration Program to the Fullest!**

The Olympic School Celebration Program will be most effective and enjoyable if it is implemented over the course of a school year. Establishing an Olympic theme throughout the school in the fall will allow for greater variety and depth of Olympic activities across academic disciplines, and greater student learning. Imagine the excitement of a spring Olympic Celebration Week that celebrates a year of participation in Olympic projects and activities! If a year-long commitment to the program can not be made, modifications to the suggested timeline of activities are certainly possible. Any degree of participation in the program can be rewarding!

Students will gain the most knowledge and enjoyment from the program if each of their teachers have committed to incorporating Olympic themes and activities in their respective curricular areas. It is recommended that the educator in charge of implementing the program introduce it to colleagues with this in mind; the year-long commitment is encouraged. Teachers participating in the program are invited to be creative. Encourage students to be creative, too!

### **Where to Begin**

Once a commitment to an Olympic School Celebration program is established, it is recommended that educators provide students with learning experiences focusing on the history of the Olympic Games, the Olympic movement, and Olympic symbolism. The Olympic School Celebration Guide provides information relative to each of these topic areas.



## **Organization of Olympic School Celebration Program**

The level of participation in the Olympic School Celebration program may vary according to group size and amount of time devoted to program development. Modifications can be made! Greater involvement in the interdisciplinary activities will result in more thorough and enriching experiences during the culminating week-long festival of events!

The following planning suggestions are provided for organization of an Olympic School Celebration program:

### **Start Planning Early!**

- Select a coordinator for the overall Olympic School Celebration program. This person can assist in the development of interdisciplinary learning activities during the school year as well as the planning of the Olympic Celebration week in the spring.
- Discuss the implementation of the program with school leaders.
- Form necessary committees.





## Suggested Committees and Tasks

**Organizing Committee-** The Organizing Committee should be responsible for preliminary planning, organization, coordination, and implementation of the Olympic School Celebration activities. It is suggested that each member of the Organizing committee be responsible for one area of the culminating Olympic Celebration week in the spring.

- The committee should plan for an introductory program to provide participants of all ages with general information about the Olympic School Celebration program and motivational ideas based on Olympic themes. Introductory programs could include an assembly with an Olympian as the guest speaker, a film about the Olympic Games, or a visit from a highly respected sports personality who provides enthusiastic endorsement of the Olympic School Celebration.
- Determine how the program will be implemented within departments and/or by individual teachers; determine the depth of the program.
- Select the events to be included in the culminating Olympic Celebration program in the spring.
- Determine when and where each event will take place, as well as who will coordinate each event.

### **Academic Activities Committee-**

- Provide guidance for teachers in the selection of Olympic Education resource materials and the type of activities that can best enhance student knowledge of Olympic themes and topics.
- Assist teachers (as coaches) in preparing their teams (as Olympic nations) for participation in the Olympic Celebration activities.



## **Suggested Committees and Tasks Continued**

### **Ceremonies Committee-**

- Learn what is included in the Opening and Closing ceremonies of the actual Olympic Games: parade of athletes, torch bearer, lighting of flame, music, oath of the athletes, official opening and closing speeches, release of doves, displays of dance or gymnastics.
- Plan for the Olympic Celebration program to feature Opening and Closing ceremonies that model the actual Olympic Games ceremonies. Identify the modifications that will be made and organize the ceremonies! Refer to the Olympic Celebration Guide for assistance.

### **Field Activities Committee-**

- Organize and manage the Olympic Celebration field events. Planning would include the selection of activities to develop physical fitness and skills of the participants, gathering necessary equipment, scheduling the time and location field events, organizing officials and their assignments, scorekeeping, and overall management of the events as they occur.

### **Public Relations/Hospitality Committee-**

- Invite guests to attend the Olympic Celebration activities and field day: the mayor, the Superintendent of Schools, Olympians, local sport celebrities, community leaders, parents, etc.
- Contact local newspapers, radio stations, and TV stations.
- Distribute flyers and/or display posters or student artwork in community buildings.



## **Suggested Committees and Tasks Continued**

### **Awards Committee-**

- Decide on categories for awards. Participation awards for each child are recommended in addition to awards for winning events!
- Decide how awards will be presented- when and by whom.
- Organize the presentation ceremonies that occur during the Olympic Celebration field day.
- If music, poetry, essay, artwork, or other cultural activities are part of the Olympic Celebration program, decide how and when participants receive recognition and awards for these achievements.
- Arrange for publicity of the achievements of the Olympic Celebration participants.

### **Support Services Committee-**

- Encourage food service staff to participate in the Olympic Celebration program by offering meals that model those eaten by athletes in training. Age-appropriate nutritional information about the food choices can be provided.
- Work with custodial staff to plan for decoration of school walls and facilities during the Olympic Celebration activities. Organize clean-up after the events are completed.
- Plan for First-Aid station, shaded areas, refreshment services, and restroom facilities during the Olympic Celebration field day.



## Timeline

The following timeline for planning of the **Olympic School Celebration** program is suggested.



### SEPTEMBER

- Introduce projects to colleagues and administration; set dates, establish timeline, share resource materials, establish necessary committees.
- Introductory assembly/activity to introduce the Olympic School Celebration project to students.
- Letter home to parents explaining programs, inviting their participation and encouraging their help with projects when needed.
- Presentation of program objectives, activities and needs at a PTO meeting.
- Establish Olympic themes and activities that will be continual throughout the length of the project. (Ex. "Olympic Sport of the Month bulletin board.)
- Begin integration of Olympic theme activities into established curriculum.
- Designate student groups according to Olympic nations.
- Begin countdown to Olympic School Celebration activities in the spring.
- Begin communication with local media about commitment to projects. Request monthly column that features student work and school Olympic activities.



**"Project of the Month": Establish a pen pal relationship with a student from another Olympic nation.**



## OCTOBER

- First student works submitted to newspapers. (Writing samples, pictures, stories about Olympic activities in the school.)
- Olympic School Celebration Planning Committee meetings.

**“Project of the Month”:** Design and create a model of ancient Greek architecture; temple, stadium, residence, statue, etc.



## NOVEMBER

- Begin to decorate classrooms and school with Olympic theme materials.
- Communicate with local media.
- Begin correspondence with athletes and/or pen pals.
- Continue monthly Olympic projects.
- Olympic School Celebration Planning Committee meetings.

**“Project of the Month”:** Genealogy Project- students research family history and develop family tree model.



## DECEMBER

- Participate in project sharing regarding holiday celebrations in other Olympic countries.
- Continue monthly Olympic projects.
- Communication update with local media.
- Olympic School Celebration Planning Committee meetings.



**“Project of the Month”:** HOLIDAY PROJECT! Students work in groups. Each group researches a popular holiday in another Olympic nation and shares the holiday with the class or school. Traditional costumes, foods, folklore, customs are all things that the students can share.

Students study the traditional dress of other Olympic nations. Select one day per week to be “Costume Day” on which students can wear costumes to school that represent other nations.



## JANUARY

- Continue communication with media.
- Olympic School Celebration Planning Committee meetings.



**“Project of the Month”:** OLYMPIC MUSEUM! Design a museum exhibit representing a particular country. The exhibit might include: map of the country, artifacts (authentic or made by students), samples of music on tape from the country, flag, recipes, currency, pictures of land, animal life, vegetation, and people. Highlight significant events in history and significant Olympic athletes.



## FEBRUARY

- Continue communication with media.



**“Project of the Month”:** **OUTSTANDING ATHLETES!** During the first week of February, celebrate National Girls and Women In Sports Day by having students create posters of their favorite female athletes. Students can also come to school on that day dressed as the athlete that they studied. Require the students to research a Paralympic athlete in addition to an Olympic athlete.

Later in the month, ask students to study their favorite male Olympic and Paralympic athletes. Again, designate a day on which students can come to school dressed as the athlete that they studied.



## MARCH

- Continue communication with media.
- Committee meetings



**“Project of the Month”:** **WORLD BAZAAR!** Working in groups, students study the economy and natural resources of a particular country and develop a product to sell at the World Bazaar. Set up a currency exchange station at which students can exchange currencies from each of the countries represented at the Bazaar. Students must “purchase” items using play money that is specific to each vendor. For example, to buy an item from a vendor representing Greece, students must use the Greek drachma.



## APRIL

- Continue communication with media.



**“Project of the Month”: A New Olympic Sport! Have the students develop a new Olympic sport and teach it to the class. Ask the students to identify how the sport utilizes principles from other academic areas (physics, math, science, etc.)**



## MAY

- Final monthly planning meeting for Olympic Celebration Events.
- Final communications with volunteers, invited guests, significant personnel, media.



**“Project of the Month”: Olympic Peace Pole and Flags Project- Have the students create an Olympic Peace Pole to be placed on the school grounds. The Peace Pole should creatively express the school’s commitment to working toward peaceful relations in the world.**



## JUNE

- Olympic Celebration activities.
- Follow-up activities-



**“Project of the Month”- Olympic Celebration Activities**





## Olympic Celebration Activities!

These activities are presented in the format of a week-long festival of events that take place during the school day and in the evenings. Evening programs provide an avenue for sharing your school activities with the greater community.

- 1 **Day One- Olympic Celebration Kickoff activity-** in gymnasium or auditorium- video of school's journey through the year of Olympic theme activities, visit from Olympic athletes.
  
- 2 **Day Two- Olympic Art Show-** artwork displayed throughout school- sculpture, painting, posters, sewing projects, etc. Classes view artwork during school day; school open in the evening for community members.
  
- 3 **Day Three- Olympic Music and Dance Festival-** in gymnasium or auditorium; musical selections by school band/orchestra; dance selections performed by student volunteer "Olympic Dance Troupe"; evening program for community members.
  
- 4 **Day Four- Olympic Spirit Drama Presentations-** each student group presents their interpretation of Olympism or tells a story with an Olympic theme through skit, song or dance... creativity.
  
- 5 **Day Five- Olympic Celebration Field Day** followed by picnic- foods representing Olympic nations.



## Olympic Theme Activities for Subject Areas

To assist in the integration of Olympic themes into core academic areas, the following activities are suggested.

### **Art and Industrial Arts**

- Design a stamp, coin, or poster about an Olympic event or host city.
- Make a mask or small statue of an athlete or Olympic event using clay, papier-mache, plasticene, or femo.
- Design the banners and flags for each country represented in the school's Olympic Celebration.
- Design a logo for each team that participates in the Olympic Celebration Field Day.
- Design and produce medals to be used as awards during the Olympic Celebration activities.
- Design and place materials on bulletin boards during the year on Olympic themes.
- Design posters and flyers for community businesses to post supporting the Olympic Celebration activities.
- Conduct a poster contest and use the winning poster as the official poster of the Olympic Celebration.
- Make name tags for all participants- adults and students- in different languages.
- Design and print the programs for Olympic Celebration activities
- Study the ancient Greek and Roman art forms, sculpture, paintings, and symbols of ancient Olympic Games.
- Design and produce a large Olympic mural or painting featuring Olympic images and themes.
- Make "olive wreaths" to be awarded to victorious participants in the field day events.
- Make a cross-cultural Olympic totem pole. Stack empty boxes and decorate them with pictures illustrating the culture and sports from Olympic nations.
- Design bumper stickers, jewelry, etc. that represent another Olympic nation.
- Design and create a travel brochure from another Olympic nation.



## Music

- Study how music and dance has always been a part of the ancient and modern Olympic Games.
- Prepare the Olympic Anthem and other marches used at Olympic Games ceremonies.
- Invite guest musicians to the school to perform.
- Relate the music, dance, and drama of each country selected.
- Trace the history of each selected country's music forms.
- Become familiar with instruments and music from other countries.
- Teach the Olympic hymn to all participants so that it can be sung during the Olympic Celebration Music Festival.
- Teach the band to perform the National Anthem for use during the Olympic Celebration field day awards ceremony.
- Write a song about an Olympic theme or athlete whom you admire.
- Construct traditional instruments from other Olympic nations.
- Develop a rap song highlighting an Olympic athlete or country being studied.

## Family and Consumer Science/Home Economics

### FAMILY AND CONSUMER SCIENCE/ HOME ECONOMICS

- Compile recipes native to other countries. Host a culture tasting. Label the dishes in the native language. If possible, greet the guests in the native language.
- Study the clothing used in training and competition by Olympic athletes. Learn how the styles and clothing materials affect the body and performance.
- Prepare various foods that are popular in other Olympic nations.
- Study how athlete uniforms have changed from the 1920 to today. Describe how the change in uniforms has helped the athletes perform better.



## Health

- Study the effects of common ergogenic aids on athletic performance.
- Explore the health hazards that athletes must face when competing in foreign countries.
- Study the effects of mental stress on performance and find out how athletes cope with stress.
- Study the common injuries that athletes suffer from while training and competing. Find out how those injuries are treated.
- Study the ways of testing athletes as to body density. Fat content can be measured by skin fold calipers, body measurements, etc. Study the differences between men and women, and different sports.
- Study the role that nutrition plays in the functioning of the human body. Learn about the nutritional programs of Olympic athletes.
- Do a genealogy project.
- Discuss the importance of people having a dream and striving to achieve that dream.
- Have students cut out newspaper headlines and pictures from magazines that suggest controversial messages or images from the world of sport. Discuss the possible impact of these messages on the development of values; and why these messages exist in the world of sport.
- Ask the cafeteria nutritionist if meals that represent what Olympic athletes might eat could be provided for one week, or perhaps once each week during the school year.
- Research the "heat and humidity index".
- Study the types of special care and shoes athletes use to take care of their feet. Describe how they are different from normal footwear and why.



## Social Studies

- Using news articles, identify and discuss the current social issues facing other countries.
- Make a flag of the country selected by the student groups. Study the symbolism and choice of colors on the flag.
- Research how the order of the parade of athletes is chosen for the Olympic Games. What is the protocol of order of countries?
- Prepare a brochure for the entire student body about the symbolism of the Olympic Games: motto, creed, rings, flame, torch, doves, Oath, Olympic hymn, etc.
- Learn as much as possible about the Olympic nations represented by each student group: culture, foods, location, political background.
- Study the controversial issues that have influenced the Olympic Games throughout history.
- Trace the route of the Olympic flame as it travels from Athens, Greece to the site of the next Olympic Games.
- Discuss the advantages and disadvantages of holding the Olympic Games in the same city such as Athens, Greece.
- Stage a debate centered on controversies related to the Olympic Games. Explore the role of the International Olympic Committee in such situations.
- Invite guests from other countries to speak to classes about their native culture and language.
- Discuss the participation of minorities and women throughout the history of the Olympic Games.
- Study the economy of other Olympic nations and their economic relationship with the United States.
- Analyze the possible connection between a region's geography and climate and the sports played.
- Create a news broadcast, discussing current events, information on the five themes of geography, sports, and cultural events pertaining to the country.



## Mathematics

- Calculate the number of miles the torch will travel to go from Athens, Greece to the site of the next Olympic Games.
- Estimate the amount of time needed to bring the torch from Athens to the site of the next Olympic Games considering each of the modes of transportation used to carry the Olympic flame.
- Develop a chart with both the metric system of measurements and the traditional system of measurements used in the US (feet, inches, miles...) for a particular sport. Compare Olympic record performances of these sports.
- Calculate speeds at which Olympic athletes travel while they compete in their sport.
- Develop a computer program for keeping statistics for the Olympic Celebration field day events.
- Develop scorecards to be used in the field events.
- Compare the currencies of Olympic nations to that of the American dollar. Design “play money” representing other currencies to be used in purchasing games.
- Design activities that focus on the cost of hosting an Olympic Games and how the Olympic Games are organized financially. Discuss the meaning of revenues and expenditures.
- Trace the growth in participation by athletes and Olympic nations.
- Survey the class about everyone’s favorite Olympic sport. Graph the answer in various ways and discuss the results.



## Language Arts

- Encourage student to write poetry and prose related to the Olympic Games.
- Study the importance of intellectual pursuits to the Olympic Games experience throughout history.
- Write essays or stories about Olympism, Olympic athletes or any Olympic related topic.
- Hold an essay contest that asks students to write about an Olympic theme.
- Design crossword puzzles or other type of academic games that focus on Olympic themes.
- Establish a penpal relationship with a student or an athlete from another country.
- Create a weekly column in the local newspaper for students to comment on the progress of the Olympic Celebration projects and to submit literary works about Olympic topics.
- Create a site on the school website for Olympic Celebration news.
- Practice language phrases and written expressions from other countries.
- Study literary artists and works of art from other Olympic nations.
- Develop a book of favorite motivational quotes and writings that encourage people to strive for excellence in their life.
- Create a personal motto expressing goals and ideals. Place mottos on banners and display in the classroom.
- Research a favorite Olympic sport and put together a booklet for the class about that sport. Include history, equipment, rules, famous athletes, etc.
- Create a newspaper or magazine for an Olympic nation.



## Physical Education

- Have students learn and practice Olympic sport skills and/or games popular in other Olympic nations. Students can do research and teach each other as a class project.
- Have the school accumulate miles walked, run, or achieved by other means during Olympic activities, physical education classes and/or outside of school in an effort to “run” to the Olympic Games.
- Host an “Olympic School Celebration Fun Run” for the community- raise money for a cause.
- Study the methods used to test athletes body composition. Study the differences between men and women and between sports.
- Calculate Target Heart Rate for yourself and for Olympic athletes. Explore how heart rate is affected by exercise.
- Working in groups, teach a game or sport that is popular in another Olympic nation.
- Research the procedure used to determine new sports in the Olympic Games. What are demonstration sports and when are they performed?
- Learn the folk dances of other Olympic nations. Invite professionals to be guest instructors.
- Study the life story of a favorite Olympic athlete. Make a poster that reflects that athlete’s life story.
- Start a “fair play” program and give awards for good sportsmanship displayed during the year.
- Create a “Sportsmanship- Player of the Week” bulletin board.
- Have students involved in organization of Olympic School Celebration field day activities.
- Offer workshops of lesser known Olympic sports.





## Science

- Research the differences in climate, location, and terrain of various Olympic Games.
- Determine how the different locations for competition would impact an athlete's training program.
- Photograph athletes in action and examine different muscle groups used in performance.
- Study the scientific principles used in sport; basic principles of physics.
- Contact the Sports Science Division at the USOC Training Center(s). Learn about how they can assist the Olympic athletes in their training and performances.
- Explore the role that scientific technology has had on the changes of equipment and training programs.
- Construct weather charts comparing the United States to other Olympic nations.
- Discuss the role of psychology has on the training of athletes. What is mental rehearsal or mental imagery, visualization?
- Discuss how human limits have been surpassed over and over. What has contributed to breaking records?



## General Education

- Create an Olympic Time Capsule to be opened during an Olympic Games in the future. Include personal and news-related Olympic mementos.
- Host an "Olympic School Celebration Sports Equipment Drive"- collect used sports equipment and donate equipment to needy children.
- Have students do projects about Olympic athletes and Olympic sports.
- Create a bulletin board featuring "Olympic News".
- Establish a weekly "Olympic Trivia" contest.
- Create bulletin boards featuring a different Olympic athlete and Olympic sport each week.
- Set up an Olympic Corner in the classroom.
- Create Olympic scrapbooks.
- Design Olympic portfolios- students keep all Olympic work in these portfolios.
- Create a display recognizing Baron Pierre de Coubertin and his efforts to revive the Olympic Games.
- Have students develop their own definition of Olympism and display written or pictorial definitions throughout the school.



## Olympic Artistry

In addition to thrilling athletic contests, the Olympic Games offer many cultural experiences that have been extremely important throughout history.

A few of the artistic products that have created interest in the Olympic Games are:

**Philately-** collecting and studying stamps. The sale of a special series of commemorative stamps in 1896 helped to fund the first Olympic Games of the modern era in Athens, Greece.

**Numismatics-** studying coins and medals. The first modern Olympic coins were produced in 1952 in Helsinki, Finland. Today, there are over 600 different Olympic coins, minted by the various host cities of the Olympic Games.

**Posters-** each host city pays an artist to design a poster promoting the Olympic Games and the host city. The first city to do this was Stockholm, Sweden, in 1912.

**Music and Literature-** We know the names of many of the Olympic Games victors in ancient Greece from plays, poems, and short songs called "Pindaric odes". These odes were written by the poet, Pindar, to celebrate and glorify victorious athletes.

**Sculpture-** The Olympic Museum in Geneva contains many statues depicting modern Olympic sports. In ancient Greece, statues were made out of marble, bronze, or terra cotta.

**Painting and Pottery-** We know about many of the original Olympic sports from the paintings on ancient vases and amphorae. Amphorae were tall, two-handled jars used to hold olive oil, wine, and various foods.

**Cultural Olympiad-** The Olympic Games host city conducts a series of cultural events in the year leading up to the Olympic Games. Events include: jazz festivals, classical music, opera shows, art exhibition, etc.



## **Olympic School Celebration Field Day!**

The following section is a guide for running a Field Day as part of the culminating Olympic Celebration events.

- The students are organized in teams representing Olympic nations. Greece, the USA, and the country hosting the upcoming Olympic Games are always three of the teams.
- The teams are coached by classroom teachers and parent volunteers.
- Prior to the actual Olympic Celebration Field Day, the teams do extensive research about the country that they represent. The students must become familiar with the customs, general history, famous personalities and athletes, foods, and general geography of their country. They must even learn a few language phrases and the national anthem of the country!
- One of the Field Day events is an Olympic Academic Challenge- a quiz that all teams take. The students must answer the questions on the quiz relative to the country that they are representing. The Academic Challenge scores are factored into the overall Field Day team score.
- The Field Day begins and ends with ceremonies that mimic the opening and closing ceremonies of the Olympic Games.
- Teams compete in a variety of sport activities. Awards recognize performance and the display of Olympism.



## Olympic Celebration Field Day

### Order of Events

- Ask your team coaches to arrive early to school for a final organizational meeting. Distribute clipboards, stopwatches, scoresheets, pencils, and a map of event sites and team camps. Review the order of events for the day, the procedure for running/scoring each event, and the scoring system.
- Following the meeting, each team coach should set up a camp close to the competition area at which a team flag can be placed. The kids can leave personal belongings, snacks, etc. at their team camp site while the games are taking place.
- Ask the student to come to school wearing their team uniform. The teams can meet in the gymnasium with their team coaches; this is a good way to take attendance for the school day, too! The coaches review the order of events with their teams and organize their teams in preparation for the Opening Ceremonies.
- At a prescribed time, the teams proceed outside to the "stadium area"- an actual stadium would be fantastic! If a stadium or track is unavailable, create an arena-shaped area in a field with a designated track for running races. Any guests attending the Opening Ceremonies can be seated by volunteer helpers. Helpers should have a badge, shirt or hat that allows them to be easily recognized.
- After the guests are seated and the teams are organized- and quiet!- the Opening Ceremonies can begin!
- Following the Opening Ceremonies, the teams receive final instructions and are sent out to begin the competitive events!
- Throughout the day, students can cheer for their teammates, watch other events, snack occasionally, etc. The day's agenda and master scoresheet should be posted in a central location so that the kids know when and where they need to be to participate in events. It's helpful to have a volunteer assigned to keeping the master scoresheet and announcing the events. Coaches should be reminded to help the kids keep cool in the heat and to make sure that they drink water throughout the day.



- As the events come to an end, some teams will finish earlier than others. Coaches should have “team tasks” prepared for their kids to complete if they finish the competitive events early. These tasks can include: cleaning up garbage and equipment, cheering for other teams, preparing the picnic, etc. Coaches can ask their teams to sit together and discuss the day’s events... How did the students display the Olympic Ideals?
- A well-planned competition schedule will allow the Closing Ceremonies to begin at a designated time. Coaches should organize their teams in preparation for the ceremonies.
- Closing Ceremonies
- Picnic and Awards

Before presenting any awards, participants, volunteers and guests enjoy a delicious picnic of foods native to the “competing” Olympic nations- prepared by the kids themselves! Local restaurants might be willing to donate foods or beverages, too!

Following the picnic the Awards Ceremony highlights the students’ accomplishments. The history and significance of the Olympic medals are discussed, as well as the value of participation in general. Each team receives an Olympic Celebration Field Day participatory medal. The top three teams by score receive gold, silver, and bronze medals as well. The medals can be purchased at a trophy store or handmade by the students.

Be sure to include recognition for those students or teams that demonstrated outstanding sportsmanship and the Olympic Ideals.

The Awards Ceremony should be tailored to meet your Olympic Celebration Day objectives... be thoughtful and creative!



## Olympic Celebration Day Academic Challenge!

Answer the following questions about the country that your team represents.

Name of country: \_\_\_\_\_

1. Draw the shape of your country:
2. Draw a sketch of your country's flag. Label the colors.
3. What other countries border your country?
4. What type of geographical features does your country have?
5. What language is spoken by the majority of people in your country?
6. What are some popular foods in your country?
7. What are some of the products that your country produces?
8. What are some of the popular sports or games in your country?
9. Describe a significant event or person from your country's history:
10. Name one Olympic athlete who has represented your country and the sport in which he/she competed \_\_\_\_\_.



## Opening Ceremonies

The following Opening Ceremonies outline includes the guidelines for the actual Olympic Opening Ceremonies outlined in the Olympic Charter. Statements in bold print are the words taken directly from the Olympic Charter. Statements in regular print are suggestions for you! The Opening Ceremonies take place on your track or area of competition.

- **The Olympic Games shall be proclaimed open by the Head of State of the host country.** Your Celebration Day can be declared open by the Superintendent of schools or the Mayor.
- **The Head of State** (Superintendent or Mayor) **is received at the entrance of the stadium by the president of the International Olympic Committee** (school principal) **and the President of the Organizing Committee for the Olympic Games** (you). **The two Presidents then show the Head of State into his box in the official stand.** Chairs on a chorus riser equipped with microphone make for an ideal official stand!
- **The parade of the participants then follows. Each delegation, dressed in its official uniform, must be preceded by a name-board bearing its name and must be accompanied by its flag, to be carried by a member of the delegation.** The kids can wear t-shirts and shorts decorated in their country's colors; the flag can be homemade with a bed sheet or actually purchased from a specialty shop. The school band, or CD/Tape player with high volume output, can play Olympic or uplifting march music during the parade.
- **The delegations parade in alphabetical order according to the language of the host country, except for Greece, which leads the parade, and for the host country, which brings up the rear.** Each team can be led by their team coaches.
- **The delegations salute the Head of State** (Superintendent or Mayor) **and the President of the IOC** (principal) **as they walk past their box. Each delegation, after completing its march, proceeds to the seats which have been reserved for it in order to watch the ceremony.** The teams can proceed to their established team camps where they can sit on the ground. If an actual stadium is available, then the teams can sit together in the stands.



- **The President of the OCOG (you) gives an address lasting a maximum of three minutes, then adds these words: “I have the honour of inviting... (principal) President of the International Olympic committee, to speak.”** In your address, you may want to reflect on the hard work shown by the kids, teachers and volunteers in preparing for and participating in the OlympiKids School Celebration program. You may also wish to discuss the significance of the Olympic Games on a worldwide basis and the significance of the Olympic School Celebration in your school.
- **The President of the IOC (principal) then gives a speech, adding: “I have the honour inviting ...(Superintendent or Mayor) (the Head of State) to proclaim open the Games of the ... Olympiad of the modern era (or the Olympic Winter Games)”.**
- **While the Olympic anthem is being played, the Olympic flag, unfurled horizontally, is brought into the stadium and hoisted on the flagpole erected in the arena.** The school band, or CD/tape player, plays the Olympic anthem. The Olympic anthem score and music can be ordered by the music teacher or band director. Student-athletes carry the Olympic flag into the arena. The flag can be a large decorated bed sheet featuring the Olympic rings. The flag bearers can be student-athletes who were selected based on outstanding display of “Olympism” in the school (sportsmanship, citizenship, effort, etc .) The flag need not be hoisted; it can be held by the flag bearers. It will be used during the recitation of the athletes’ and officials’ oaths.
- **The Olympic torch is brought into the stadium by runners relaying each other. The last runner circles the track before lighting the Olympic flame which shall not be extinguished until the closing of the Olympic Games.** An actual torch may not be allowed, but a realistic one can certainly be made by the students- perhaps in an Art class. The Torch bearer can be someone special in your school or community. **The lighting of the Olympic flame shall be followed by a symbolic release of pigeons.** Balloons will work just fine here!
- **The flag bearers of all the delegations form a semi-circle around the rostrum. A competitor of the host country mounts the rostrum. Holding a corner of the Olympic flag in his left hand, and raising his right hand, he takes the following solemn oath: “In the name of all the competitors I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams.”** You may want to hold an essay contest, a best Olympic poster contest, or give an “Olympic Knowledge” quiz to determine which student-athlete will have the privilege of reciting the athletes’ oath.





- **Immediately afterwards, a judge from the host country mounts the rostrum and, in the same manner, takes the following oath: "In the name of all the judges and officials, I promise that we shall officiate in these Olympic Games with complete impartiality, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship."**
- **The national anthem of the host country is then played or sung.** Strike up the school band or CD/tape player once again! **The flag bearers then proceed to the seats which have been reserved to enable them to attend the artistic programme.** At this point, your teams are probably anxious to get started with the games. I recommend that your artistic program be brief, if you do decide to include a program. It can feature anything... dances, songs, or other celebratory performances.
- If you would really like to highlight the Opening Ceremonies and include a more extensive artistic program, have the Opening Ceremonies the night before the competitions. Invite parents, faculty and community members to attend. Don't forget the newspapers and other media- spread your Olympic message!
- If your students have been involved in interdisciplinary activities focusing on the Olympic Games, the philosophy of Olympism, Olympic sports or Olympic countries, Opening ceremonies are an ideal way to show off the kids' efforts!
- Hold your Opening Ceremonies in your gymnasium; and decorate! "Olympicize" your school! Posters, flags, bulletin boards... excite your students and challenge them to make the school exude the Olympic spirit!
- Have the band play. Have the chorus sing. Have the kids prepare foods from other Olympic nations to be shared with your guests. Have the students read poetry or essays that they have written about the Olympic Games, Olympic history, Olympic athletes, or Olympic Ideals. Have the students perform a dramatic scene about the Olympic Games. If your students have exchanged letters with foreign pen pals, put them on display. Feature any artwork or video projects. How about Powerpoint presentations? Invite an Olympian to be your honored guest!
- The possibilities are endless... be creative, and get help from colleagues and volunteers!



## Olympic Celebration Field Day

### Suggested Competition Events

The number of people participating in each event will depend on the number of kids participating in the Olympic Celebration field day, the amount of time you have to run the events, what type of facilities you are using, and the number of volunteers you have! The activities listed below offer suggestions for numbers of students participating in each event.

#### Track and Field Events-

- **100-meter dash** – Two boys and two girls from each team are allowed to compete. They run only once in a homogeneous heat. The combined times from the four team members will equal a total team time. The faster the time, the higher the score!
- **400-meter run** – One boy and one girl from each team compete. Hold homogeneous heats. The boy and girl from each team combine their times to equal a total team time. The faster the time, the higher the score!
- **1600-meter run** – One boy and one girl from each team compete. Hold one boys' heat and one girls' heat. The combined times will equal the total team time. The faster the time, the higher the score!
- **4x100-meter Co-ed relay** – Each team can enter one relay team consisting of two boys and two girls. Each team races once. Utilize volunteers to be passing lane judges. The faster the time, the higher the score!
- **Long jump** – Each team selects four boys and four girls to participate. Each team member is allowed one practice jump and one measured jump. The combined length of the four team jumps equals the team distance. The farther the team distance, the higher the score!

#### Other Events

- **400-meter mountain bike ride** – The school provides the bike(s); the students bring their own helmet from home. One boy and one girl from each team are allowed to participate. Student must ride a mountain bike once around the track as fast as they can- one student at a time. The boy and girl combine their scores for a total team time. The faster the time, the higher the score!
- **Obstacle Course** – Be creative! Each team member participates.  
$$\frac{\text{Team cumulative time}}{\# \text{ team members participating}} = \text{Team Time}$$



- **Water Balloon Pass** – Place hula hoops on the ground in a circle shape. Students must stand in a hula hoop throughout the event. Each team must pass ten water balloons around the circle, from one person to another, as fast as possible. The hula hoops should be placed far enough apart to mandate a short toss between players. The fastest time wins. A broken water balloon is a 30-second penalty!
- **Amoeba** – Students stand next to one another, lock elbows and form a circle shape. The students are facing the outside of the circle. Starting at home plate, the team must move as quickly as possible around the bases, staying to the outside of each base as they pass. Elbows must stay joined or the team is disqualified. Each team is allowed two chances to complete the event.
- **Watermelon relay** – You'll need one watermelon per team- perhaps two backups in case of accidents! Each team member must carry their team's watermelon an established distance, run around a cone, carry it back, and pass it to the next person in line. Use the scoring formula for the obstacle course to determine each team's score. If a team breaks a watermelon, they are disqualified. Any surviving watermelons can be eaten at the end of the day!
- **Softball Throw** – Each team selects four boys and four girls to participate. Each team member is allowed two practice throws and one measured throw. The combined distance of the four team members equals the team distance.
- **Frisbee Throw** – This event is run similar to the Softball throw.
- **3v3 Basketball Tournament** – Each team may enter one team of three girls and one team of three boys. The teams compete within their gender group. Set up an Elimination style tournament with a "Second Chance Bracket" for first-round non-winners.
- **Crab Soccer Tournament** – All members of a team may participate at once. Set up an Elimination style tournament with a "Second Chance Bracket". No more than two people may play the ball at once- this encourages the kids to stay spread out. Teams compete for an established length of time. Be prepared to implement a creative tie-breaking procedure!
- **Modified Volleyball Tournament** – Each team is allowed to have six players on the court at once. Remind your coaches to rotate the kids based on time on the court, if necessary. Students involved in the basketball tournament may be restricted from participating in the volleyball tournament as they will be waiting for their next games. This also encourages other students to be involved. The rules of the game can be modified... 5 hits per side, one-bounce, etc. Be creative. Teams flip a coin for first service and play for ten minutes, running time. This tournament is also set up Elimination style with a "Second Chance Bracket".



## Olympic Celebration Field Day

### Closing Ceremonies

The following guidelines for the Closing Ceremonies parallel the Closing Ceremonies guidelines in the Olympic Charter. Statements in bold print are taken directly from the Olympic Charter. Statements in regular print are suggestions for running closing ceremonies for the Field Day.

- **The closing ceremony must take place in the stadium after the end of all the events. The participants in the Olympic Games having the right to accommodation in the Olympic Village take the seats reserved for them in the stands. The flag bearers of the participating delegations and the name-board-bearers enter the stadium in single file in the same order and take up the same positions as for the opening ceremony of the Olympic Games. Behind them march the athletes, without distinction of nationality.** The flag-bearers enter in single file and form a semi-circle behind the rostrum. The athletes follow, but take their seats in the stands or in their team camps with their coaches.
- **The flag bearers then form a semi-circle behind the rostrum.**
- **The President of the IOC and the President of the OCOG mount the rostrum. To the sounds of the Greek national anthem, the Greek flag is hoisted on the flagpole that stands to the right of the central flagpole used for the winners' flags. The flag of the host country is then hoisted on the central flagpole, while its anthem is played. Finally, the flag of the host country of the next Olympic Games is hoisted on the lefthand flagpole to the strains of its anthem.** This is a tricky operation to perform unless you practice! For convenience, you may want to merely display the Greek and American flags, and simply explain the traditional procedure to your participants and guests. If the school band can master the Greek national anthem as well as our national anthem and the Olympic anthem- hurrah!

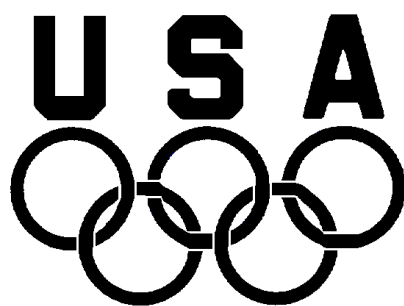


- **After an address by the President of the OCOG, the President of the IOC gives the closing speech of the Olympic Games, which he ends with these words: “I declare the Games of the... Olympiad (or the Olympic Winter Games) closed and, in accordance with tradition, I call upon the youth of the world to assemble four years from now at... to celebrate with us there the Games of the... Olympiad (or the ... Olympic Winter Games)”.** The closing speech presents a nice opportunity to thank your volunteers, coaches and student for their hard work. It is also a time to once again highlight the significance of the Olympic Games throughout the world. Remind your athletes and guests that the Olympic Ideals can be lived by everyone; that the spirit of Olympism can be seen and felt every day!
- **A fanfare then sounds; the Olympic flame is extinguished, and while the Olympic anthem is being played, the Olympic flag is slowly lowered from the flagpole and, unfurled horizontally, carried out of the arena, followed by the flag bearers. A farewell song resounds.**

The best resource for information about the Opening and Closing Ceremonies of the Olympic Games- aside from actually experiencing them- is a videotape of the ceremonies taking place. Locate one/purchase one if you can! Share the significance of Olympic Games rituals with your participants and spectators!



# Appendix 1



## Olympic Information and Background

### Table of Contents

**Section I – General Information: Questions and Answers**

**Section II – Olympic History and Primer**



## **Section I – Organization and administration of the Olympic Games: Questions and Answers**

### **Who governs the Olympic Games?**

The International Olympic Committee (IOC), founded on June 23, 1894, is the supreme authority of the Olympic Games and the worldwide Olympic movement.

### **What is the purpose of the IOC?**

The aims of the IOC are as follows:

- To encourage the organization and development of sport and sport competitions
- To inspire and lead within the Olympic ideal, thereby promoting and strengthening friendship between the sportsmen of all countries
- To ensure the regular celebration of the Olympic Games
- To make the Olympic Games ever more worthy of their glorious history and of the high ideals which inspired their revival by Baaron Pierre de Coubertin and his associates.

The IOC plays an important role in monitoring every action of the local Organizing Committee for the Olympic Games, and IOC members make frequent inspection trips to the host city prior to the Games it assure that preparations are proceeding properly. All IOC members from the host country must be members of the local Organizing Committee's executive committee and board of directors, and are expected to make frequent reports to the IOC Executive Board.

Another important role of the IOC is to monitor the eligibility rules for competing athletes to be sure that they are fair and that they protect the Olympic Ideal. During recent years, there have been liberalizations in eligibility rules. Generally, the IOC approves the eligibility rules as adopted by each international sports federation. The rules often vary considerably from one sport to another as to what is considered an "amateur."

The IOC has also taken over the negotiation of television contracts with the national networks of major countries or major geographical areas. It has been reported that the host city retains up to two-thirds of the television rights fees from the networks. The other one-third goes to the IOC for distribution among the recognized national Olympic committees (NOCs), and/or international (sports) federations (Ifs), with one share remaining with the IOC to be used for operating and capital expenses.



The IOC also carries out a number of other important projects, including conduct of the International Olympic Academy each year, maintenance of rules and policies for drug testing at the Olympic Games and a list of substances banned for use by Olympic athletes, conduct of regional education courses through the "Olympic Solidarity" program, and many other projects.

The IOC publishes a monthly journal, *Olympic Review*, which describes many of its programs and activities. Its administrative offices are located in Lausanne, Switzerland.

### **How are IOC members selected?**

Members of the IOC are self-recruited. That simply means that the IOC elects its own members and that the members are chosen without regard to any policy requiring representation from specific countries. The IOC is answerable to no other organization or political entity, and can best be described as a self-perpetuating oligarchy.

The IOC membership is composed of approximately 90 individual members who are usually prominent sports figures (often former Olympians) or national leaders from their respective countries. IOC members are selected without regard to age, race, sex, or country. However, a general policy is followed under which the nations which have hosted past Olympic Games, and other nations which play an important role in the Olympic Movement, are each accorded two members. IOC members are considered ambassadors from the IOC to their home nations, and they are expected to be free to make their own decisions. Under the current rules of the IOC, members serve for life or until they have reached their 75th birthday (for those elected after 1965).

The IOC President is elected for an eight-year term and then is eligible for re-election for an unlimited number of successive four-year terms. Beginning in 1989, the President is elected in the year following the celebration of the Olympic Games.

The current president of the IOC is S.E.M Juan Antonio Samaranch of Spain, who was elected in 1980 during the celebration of the Olympic Games in Moscow.

### **What are national Olympic committees?**

National Olympic Committees (NOCs) are organizations recognized by the IOC as having the authority in their country or nation to conduct activities and programs





relative to the Olympic movement. NOCs usually represent a nation, but they may also represent a recognized geographical area, mandated territory, or independent insular body.

As of January 1, 1989, there are 167 NOCs recognized by the IOC. The name of the NOC in the US is the United States Olympic Committee (USOC).

In addition to fielding its nation's Olympic team and conducting Olympic programs, the NOC is responsible for responding to the IOC's invitation to participate in the Olympic Games and for certifying the eligibility of its athletes to compete, according to the eligibility rules of the respective international sports federations as approved by the IOC.

The NOCs have exclusive jurisdiction over the use of the IOC symbols, marks, and terminology (including the Olympic rings) in their respective countries. They may raise funds for their own uses, and elect their own officers independent of the IOC.

### **How is a city selected to host the Olympics?**

According to IOC regulations, each country with a recognized NOC may select a single city from that country to make a bid to the IOC to host the Games. The bid presentation outlines the city's plan for staging the Games. IOC regulations require that the bid presentations be made by the mayor of the city, who may be accompanied by only one or two of the city's civic leaders.

Bid presentations are made to the members of the IOC at an Annual Session, of an Olympic Congress, or during the Olympic Games.

Following presentations from bid cities, the IOC evaluates the bids and selects the city it feels is best prepared to host the Games. Selection of the city is usually made six or seven years prior to the year in which the Games will be held. It should be noted that the IOC awards the bid to the city, not the country, although each bid city must have the backing of its respective National Olympic Committee.

### **Once the city is selected, how are the Games administered?**

Upon receiving notice that it has received the bid to be the Olympic host city, a special local Organizing Committee for the Olympic Games (OCOG), is formed. The OCOG is established by the NOC in the candidate city's country, usually in conjunction with local civic leaders and experienced administrators from the host city. IOC members from the host country, the president and/or secretary general of its



NOC, and representatives of the civil authorities must be included in the OCOG.

The OCOG is charged with administrative organization of the Games and all related matters, including responsibility for underwriting all costs of the Games. In most cases, funding for the Games is aided by sizable subsidies from federal, state, or local governments. The 1984 Olympic Games in Los Angeles were the only Olympics in history to be totally funded through the private sector. In recent years, the private sector has become more involved in funding the Games, through corporate and other sponsorships.

Organization of the Games is expensive for the OCOG. The overall budget for the Games in Los Angeles was under \$600 million, but future Olympic host cities can be expected to budget between one and two billion dollars. Despite the high cost, however, the IOC has more prospective bid cities than ever before, probably because of the potential publicity and financial gain for any Olympic host city.

The OCOG is responsible for location and/or construction of all competition venues according to the specifications of the international sports federations. And, in addition to this and other administrative organization of the Games, the OCOG is responsible for scheduling and organizing Congresses of the international sports federations, hosting official visitors from international sports federations and NOCs, and hosting the print and electronic media.

Usually, the OCOG staff is relatively small up until the year of the Games. During the last year, it is typical for the staff to grow considerably; for example, in 1987, the Los Angeles Olympic Organizing Committee staff escalated from a part-time staff of 250 to over 45,000 staff and volunteers who were involved in conduct of the Games.

The OCOG is not responsible for the conduct of the sports competitions during the Olympic Games. This is the responsibility of the respective international sports federations. The OCOG is responsible solely for the organization of the particular Games, and disbands eighteen months after completion of the Games.

### **Who issues the invitation to participate in the Olympics?**

Until 1988, invitations to participate in the Games were extended by the local organizing committee (OCOG). However, following the turmoil caused by boycotts of the 1980 and 1984 Olympic Games, the IOC changed to protocol beginning with the 1988 Games, and all invitations are now extended by the IOC to the NOCs.

### **How is the Games Schedule determined?**



The IOC approves the dates of the Games, which may not exceed 16 days of competition, including the opening ceremonies. If there are no competitions scheduled on Sundays or holidays, the duration of the Games may be extended accordingly.

The OCOG proposes a schedule to the IOC, and the International Sports Federations may also propose the schedules for their respective sports. The final timetable for the schedule of events for each sport is worked out in a joint meeting involving the IF, the organizing committee, the IOC, and the USA television network.

### **What sports are on the Olympic program?**

Sports included on the official programs for both the Summer and Winter Olympics are listed in Appendix X.

### **How are sports selected for the Olympic program?**

At a time a city presents a bid to host the Games, the sports proposed to be included on the program if that city is selected are specifically named.

To be considered for inclusion on the program of the Olympic Games (note: "Olympic Games" usually refers to the Summer Olympics, and "Olympic Winter Games" to the Winter Olympics), a sport must be "widely practiced". That is, men's sports must be practiced in at least 50 countries on 3 continents, and women's sports must be practiced in 35 countries on 3 continents. The sport must also have an international sports federation (IF) recognized by the IOC and must conform with all IOC by-laws.

To be eligible for inclusion on the program of the Olympic Winter Games, a sport must be widely practiced by men/women in at least 25 countries on 3 continents.

New sports are admitted to the Olympic program no later than six years before the next Olympic Games. For example, in 1980, it was decided that tennis and table tennis would be added as full medal sports beginning in 1988, and in 1986, it was decided that badminton and baseball would be added as full medal sports beginning with the 1992 Games.

### **What is the difference between a "sport" and an "event"?**

An event is a medal competition included in a sport or one of its disciplines. For



example, athletics (known in the US as “track & field” but called “athletics” officially) is a sport on the Olympic program, and the decathlon is an event within that sport.

### **What are “demonstration” and “exhibition” sports and events?**

Demonstration and exhibition sports/events are sometimes held for sports not currently on the program but seeking inclusion in future Olympic Games. Typically, a demonstration sport or event extends over several days, while an exhibition sport or event take place in a single day. In many cases, demonstration sports are expected to be on the program for future Olympic Games, but there is no guarantee that all demonstration sports will become Olympic sports.

It is widely believed that the host city may select the demonstration sport(s) for the program, but this is not exactly true; the final decision regarding whether or not the demonstration and exhibition sports/events can be held rests with the IOC. Under the rules of the IOC, the host city can petition the IOC to include up to two demonstration sports for the Olympic Games and one for the Winter Olympic Games, as well as up to two exhibition sports or events. Sports proposed as demonstration or exhibition sports must be sports recognized by the IOC, and they must conform to the IOC’s by-laws. Usually, the host country requests inclusion of one sport that is widely practiced in that country, plus one other sport which the IOC approves.

Non-medal events of a sport already on the Olympic program may also be considered for demonstration of exhibition status.

The first demonstration sports in the Olympics, men’s basketball and American baseball, emerged in 1904. Since then, 18 sports have appeared as demonstration sports on the program of the Olympic Games and seven for the Winter Olympic Games. Demonstration sports were eliminated by the IOC following the 1972 Olympics in Munich, but were reinstated for the 1984 Games following petition by the Los Angeles Olympic Organizing Committee.

Medals are awarded in the demonstration and exhibition sports, but they are not the same as the Olympic medals. The US Olympic Committee considers all athletes in the demonstration and exhibition events, including exhibition events for the disabled, as part of the official delegation from the United States of America, meaning that they enjoy all the rights and privileges of the other athlete members of the USA team.



## **Who is responsible for the conduct of the sports competitions?**

The conduct of the sports competitions is the direct responsibility of the International Sports Federations (IFs). An IF is an autonomous organization responsible for the international governance of its sport, and the IOC recognizes one specific IF for each sport on the Olympic program. In addition to being responsible for conduct of its sports competitions during the Olympics, the IFs work in conjunction with NOCs and national sports governing bodies in the respective countries to organize and conduct other international sports events. Responsibility for conduct of Olympic sports competitions was given to the IFs by the IOC after a series of protests to the IOC at the 1920 Olympic Games in Antwerp.

In general, there is one separate organization which governs each sport. Exceptions are speedskating and figure skating, which are governed by one organization, and modern pentathlon and biathlon, which also are governed by one organization. Swimming, diving, water polo, and synchronized swimming are also governed by a single international federation.

The IFs are in charge of all technical matters relative to the conduct of the sport, including development and demonstration of official rules for the sport as practiced internationally; appointment of judges, referees and other officials; and handling of all protests through the appointment of an international Jury of Appeal. Each IF also is responsible for establishment of eligibility rules for its sport; each IF can have one set of eligibility rules for the Olympic Games, which must be approved by the IOC, and another set of rules for all other international competitions.

In relation to the Olympic Games, the work of the IFs begins shortly after the award of the Olympic Games to host city. The IF officials meet with the OCOG to discuss the schedule of events and other related matters. The IF has the prerogative of presenting a non-negotiable list of events, as well as a tentative schedule to be followed.

Because of the special expertise required in each sport, the IFs give written examinations and conduct practical examinations for those seeking licenses to be officials or to work in other official capacities at world championships and Olympic Games. This helps assure competent officiating and judging. For any protests to be heard by a Jury of Appeal, there is not appeal from decisions which are rendered about the playing rules, an interpretation of the playing rules, or decisions by the officials.



## **What prizes and awards are given to the winners?**

Prizes given to the winners in the Olympic Games consist of medals and diplomas, both of which are of specially created designs for each specific Games. The prizes are designed and produced by the host Organizing Committee according to specifications outlined in the Olympic Charter of 1978. They are distributed by members of the IOC and representatives of the IFs.

In the individual events, the first prize is a silver-gilt (gold in appearance) medal and a diploma. The medal must be made of 92.5% pure silver and must be gilt with at least six grams of gold. It and all medals (i.e. for first, second, and third place) must be at least 60 mm in diameter and at least 3 mm thick. In team sports, all team members who participated in the final match or game are given a gold medal and a diploma. It has been customary in team sports where the competition is conducted in league-type competitions, pool competitions, or preliminary round competitions, for all members of the squad to receive the medals and the diplomas.

The second prize is a silver medal and diploma. Like the first-place medal, the second-place medal must be made of 92.5% pure silver.

The third prize is a bronze medal (no specifications) and a diploma. In the team sports, all members of the team receive the appropriate award.

It is customary for all medal winners' names to be inscribed boldly on the walls of the Main Stadium immediately following the Games.

Special award diplomas are also extended to all athletes (individual and team sports) finishing fourth, fifth, sixth, seventh, and eighth.

The awarding of the prizes is conducted under the rules approved by the IOC. Any surplus medals at the end of the Games become the property of the IOC. When a competitor is disqualified, his medal must be returned to the IOC, and the medal is subject to be re-awarded to the athlete who placed next after the one who was disqualified.

The OCOG also usually design and produces a special commemorative medal and a participation diploma which is awarded to all Olympic Games competitors, as well as all IF officials, referees, judges, along with the non-competitors attached to each NOC delegation. This is in accordance with the IOC Rule 37 governing the distribution of the IOC approved and sanctioned prizes.



### **How are the sports governed in each country?**

Each IF recognized a single National Governing Body (NGB) in each country participating in that sport. All approved or sanctioned competitions are conducted under the rules of the NGB. The only “national championship” for a sport is the one which is conducted by the NGB. And, in sports where there are measurable results (for example, track & field, swimming, archery, shooting, weightlifting, and speedskating), the NGB is responsible for properly certifying, preparing, and presenting all national or world records set in its sanctioned competitions.

### **What are the National Governing Bodies in the US?**

Names and addresses of the NGB's for the respective Olympic sports in the US are listed in Appendix X.

### **What about the participation of women in the Olympic Games?**

The first women's competition in the Olympics was in 1900, when they competed in golf and tennis. A number of events for women have been added since that time.

The program for the 1988 Olympic Games included 72 events for women, and the 1988 Winter Olympic Games included 16 events. Presently, there are four team sports for women on the Olympic program; these are volleyball, field hockey, basketball, and team handball.

Over 35% of the USA athlete delegation of 600 at 1998 Olympic Games in Korea were women. This is a significant increase from the first women's competition in 1900, when there were three women on the U.S. Olympic Team.

Women are not currently permitted to compete in the sports of boxing, wrestling, modern pentathlon, water polo, and weightlifting in the Olympic Games, and bobsled in the Olympic Winter Games. The USA has been a leader in trying to increase Olympic competition for women and encouraging expansion of Olympic events to include regular competitions for women in soccer, water polo, and weightlifting.



### **Who selects the television networks that will cover the Games?**

Since television began carrying Olympic competitions live, there has been a bidding war among the USA networks to carry the Games in the United States. Because there is considerable revenue to be received from American networks for the rights to televise within our country, the IOC itself conducts negotiations with US television networks, in cooperation with the host city.

The USOC did not receive any funds from the US television contract until 1998, when for the first time a small payment from networks carrying the Olympics was negotiated. Starting with the 1992 Olympics, the USOC received a larger percentage, to be paid directly by the networks, over and above their contacts with the IOC for televising the Games.

In other countries, the IOC negotiates a contract with the national television network of the country, geographic area or even a continent (for example, Africa).

Coverage of Olympic Games by television in foreign countries is often even more extensive than in the US. Some countries have almost continuous coverage for 15 hours a day; and most cover the Games at least 12 hours a day. Teachers should also counsel the students to read their local newspapers for all the good specific sports coverage missed by American television. Some schools subscribe to the Newspapers in Education program sponsored by the American Newspapers Publishers Association.

### **Who governs drug testing for the Olympics?**

The IOC draws up the protocol (that is, the policies and procedures) for any tests to be performed within these two categories.

The list of substances which are banned for use by Olympic athletes is long, and is determined by the IOC Medical Commission. The Medical Commission also is responsible for drawing up the protocol to be followed in the conduct of drug testing that will take place during the Games.

When a drug test is confirmed as positive, the athlete may be banned from further Olympic competition, deprived of a medal, or his/her specific team in a team sport may be disqualified from the Olympic Games.





## Section II – Olympic History and Primer

### Ancient Games

Archaeologists believe the ancient Olympic Games began more than 4,000 years ago in Olympia, a valley in Greece. Recorded history of the Games dates back to 776 B.C., when the five days of sporting events were primarily religious ceremonies. Held every four years, the Olympic Games attracted as many as 40,000 spectators, who slept on the ground, conducted their worship, and cheered the athletes.

For the first known 13 Games, the competition consisted of a single foot race of 200 yards, which was the approximate length of the Olympic stadium. The Games were so important that a four-year interval between them came to be known as an "Olympiad." The Games expanded to include additional contests and reached their peak by the fifth century B.C.

Only men were allowed to compete, in the nude, in running, wrestling, the pentathlon, horse riding and chariot races. Women were barred from watching or competing, as were even put to death if they were caught at the early Games.

Victorious athletes were crowned with an olive wreath and treated like heroes for the rest of their lives, each with a splendid statue for all to admire.

After Greece was conquered and made part of the Roman Empire, the Olympic Games moved to Rome in 146 B.C. The original purpose of the Games was forgotten, and in 394 A.D., Christians forced Roman Emperor Theodosius to end all pagan rituals, including the Olympic Games. These ancient Games had lasted more than 1,200 years, longer than any single ceremonial event in history.

When French historian and educator Baron Pierre de Coubertin organized the first modern Olympic Games in 1896, he established an international competition that closely resembled what we now know as the Olympic Games. The first Olympic Games of the Modern Era were held in Athens, Greece in 1896. The U.S. has hosted these games four times: 1904 in St. Louis, 1932 in Los Angeles, 1984 in Los Angeles, and 1996 in Atlanta.

The Olympic Winter Games, founded in 1924 in Chamonix, France, have enjoyed steady and impressive growth since then. The Nagano Olympic Winter Games in Japan in 1998 hosted as many as 3,000 athletes from 72 countries who competed in 68 events in the largest number of contested events ever.



The United States has hosted the Olympic Winter Games three times: in Lake Placid, New York, in 1932 and again in 1980, and in Squaw Valley, California, in 1960. The Winter Games return to the United States in 2002 in Salt Lake City, Utah.

Only 13 countries participated in de Coubertin's first modern Olympic Games, held in Athens, Greece, in tribute to the Olympics' birthplace. The athletes competed in just nine sports. The entire U.S. Olympic team consisted of 13 men. The summer Olympic Games have been held every four years since then, with the exception of 1916, 1940 and 1944, when World Wars I and II forced the Games' cancellation.

Today, the Olympic Games are the most prestigious sporting event in the world. The Olympic Games of Atlanta were particularly special because they marked the 100th anniversary of the modern Games. More than 10,000 athletes from 197 countries competed in 26 sports, a far cry from its 1896 ancestor. But at least one thing hasn't changed: de Coubertin's "Olympism" is as cherished now as it was then.

## Olympism

The term "Olympism" captures the ideals that symbolize the Olympic Games, and yet it encompasses so much more. Baron Pierre de Coubertin, the founder of the modern Olympic Games, coined the term Olympism, which he summarizes as encompassing five ideals:

1. To help develop better citizens through the building of character that accompanies amateur participation in sports.
2. To demonstrate the principles of fair play and good sportsmanship.
3. To stimulate interest in fine arts through exhibitions, concerts, and demonstrations during the Games, and in so doing, contribute to a well-rounded life.
4. To teach that sports are played for fun and enjoyment.
5. To create international friendship and goodwill that would lead to a happier and more peaceful world.

Baron de Coubertin wanted competitors to value the effort to win more than the winning itself. "The most important thing in life," the Olympic creed says, "is not the triumph but the struggle." De Coubertin also hoped, in bringing together athletes from different countries, the Games could bring the countries themselves closer together.

During Olympic years in ancient times, warring city-states were encouraged to lay



down their weapons and compete in peace on the playing field instead of the battlefield. This Olympic peace was called “Ekecheiria” and no one under arms could enter Olympia.

It was the enormous popularity of the Games, as well as the huge amount of preparation it took to present them, that prompted the International Olympic Academy to decide to stagger the Winter and Summer Olympic Games every two years.

### **The International Olympic Committee**

Created in 1894 to develop the Modern Olympic Games, the International Olympic Committee is located in Lausanne, Switzerland. The International Olympic Committee (IOC) was created by the congress of Paris on June 23, 1894, and was entrusted with the control and development of the Modern Olympic Games. The IOC is the umbrella organization of the Olympic Movement which consists of the IOC, the International Sports Federations (IFs), and the National Olympic Committees (NOCs).

The aims of the IOC are to:

- Encourage the coordination, organization and development of sport and sports competitions
- Collaborate with the competent public or private organizations and authorities in the endeavor to place sport at the service of humanity
- Ensure the regular celebration of the Olympic Games
- Fight against any form of discrimination affecting the Olympic Movement
- Support and encourage the promotion of sport ethics
- Dedicate its efforts to ensuring that the sports the spirit of fair play prevails and violence is banned
- Lead the fight against doping in sport
- Take measures to prevent endangering the health of athletes
- Oppose any political or commercial abuse of sport and athletes
- See to it that the Olympic Games are held in conditions which demonstrate a responsible concern for environmental issues
- Support the International Olympic Academy (IOA)
- Support other institutions which devote themselves to Olympic education



Members of the International Olympic Committee are selected by the IOC itself. Members must speak at least one of the languages used at IOC sessions (French, English, German, Spanish, Russian, and Arabic) and be citizens and residents of a country which has a National Olympic Committee recognized by the IOC. At the 49th IOC Session in May 1954, a rule was passed to limit the number of IOC members per country. Now there may be only one member from any country allowed to serve on the IOC, except for those where the Olympic Games have been held, where there may be a maximum of two IOC members (with the exception of additional special contingent appointments). For any country which had more than two members at the time of the 1954 ruling, those individuals were allowed to serve until their retirement or death.

The current IOC representatives in the United States are 1976 and 1980 Olympic Team rower Anita DeFrantz, the president of the Amateur Athletic Foundation of Los Angeles, and James Easton, president of the International Archery Federation. George Killian, the executive director of the National Junior Collegiate Athletic Association, was appointed as a third member in 1996, and his term is contingent on his being president of FIBA, the international federation for the sport of basketball.

An International Olympic Committee member is a representative of the IOC in his or her country, not a delegate of the country to the IOC. International Olympic Committee members elected from 1992 on serve until the age of 80. On the basis of an earlier ruling, those who were elected before 1966 serve for life.

The IOC president is elected to serve an eight-year term, but is eligible for reelection for successive terms of four years. The four vice presidents are elected to serve four-year terms. They may be reelected as vice presidents after a minimum interval of four years between terms.

The IOC's Executive Board is composed of the president, four vice presidents, and six additional members. Some of the duties of the Executive Board include:

- Submitting recommendations for the election of new IOC members
- Managing the IOC's finances and compiling an annual report
- Approving the IOC's organizational plan

The IOC elected its first female member in 1981. DeFrantz is the first US woman and the first black female named to the IOC.



International Olympic Committee Presidents:

- 1894-1896, Demetrius Vikelas, Greece
- 1896-1925, Baaron Pierre de Coubertin, France
- 1925-1942, Count Henri de Baillet-Latour, Belgium
- 1942-1952, Avery Brundage, United States
- 1972-1980, The Lord Killanin, Ireland
- 1980-Present, H.E. Juan Antonio Samaranch, Spain

## **National Olympic Committees**

National Olympic Committees are recognized by the IOC for the advancement of the Olympic Movement throughout the world. After the reunification of Germany, the readmittance of South Africa and the Baltic States, and the Breakup of the Soviet Union, there are 197 NOCs recognized by the IOC (as of December 31, 1996).

The objective of an NOC is to ensure the development and safeguarding of the Olympic Movement and sport. A recognized NOC is the sole authority responsible for the representation of its country at the Olympic Games, as well as at other events held under the patronage of the IOC (including the Pan American Games).

Each NOC must have at least five National Governing Bodies (NGBs) affiliated with IOC-recognized International Federations (IFs) that govern sports on the program of the Olympic Games. An NOC must submit two copies of its constitution, as well as subsequent modifications, to the IOC for approval in order to be considered for continued IOC recognition.

The NOC must ask the International Federations to provide the IOC with a report certifying that the NGBs affiliated with the respective International Federations are members in good standing.

When the constitution of an NOC has been approved by the IOC, the NOC must then submit a certified copy of the constitution to the IOC, as well as a request for recognition signed by the NOC president and executive director or secretary general, with a list of the NOCs Executive Board members. The decision of recognition is then made by the appropriate body of the IOC.

Each National Olympic Committee is responsible for entering its athletes in the Olympic Games. The NOCs must also provide or pay for equipment, transportation and accommodations for their teams competing in the Games.



## **International Federations/NGBs**

IFs and NGBs operate their sports on the international and national levels in regards to eligibility, rules and championships. An International Federation (IF) is an autonomous organization and is responsible for the governance of its sport on the international level. The IFs conduct the events in their respective sports at the Olympic Games, as well as in other international competitions, working in conjunction with the NOCs and the IOC.

Each IF establishes its own eligibility rules for the Olympic Games, which must be approved by the International Olympic Committee, and another set of rules for all other international competitions (i.e. world championships).

As a general rule, there is a single federation governing each Olympic sport, except one IF governs both speed skating and figure skating, and another federation governs the sports of biathlon and modern pentathlon.

In order for a sport to be added to the Olympic Games program, the respective IF must first gain recognition from the International Olympic Committee as a federation organized under the principles of the IOC's charter. Second, the federation must prove that the men's or mixed or "open" sports are being "widely practiced" (national championships, world championships, international competitions) in at least 75 countries and four continents. For women's sports, the requirement is at least 40 countries and three continents. These rules applied to sports on the 1996 Olympic Games program, but tougher criteria will be in effect starting in the year 2000. Only sports widely practiced by men and/or women in at least 25 countries and three continents may be included in the program of the Olympic Winter Games.

Sports are admitted to the Olympic program seven years before the next Olympic Games. The IOC also reviews the Olympic program after each Olympic Games (winter and summer) and reserves the right to update standards for the admission or deletion of sports, disciplines or events. An IF can make proposals to the IOC concerning the revision and development of the events in its own sport, and recommend the addition or deletion of an event on the program of the Olympic Games.

International federations also select judges, referees and other technical officials for international competitions, including the Olympic Games. The IF is responsible for resolving all technical issues, such as officiating disputes.

Each IF recognized a single National Governing Body (NGB) in each country



participating in the sport. An NGB must be an organization which has its membership open to all athletes in its country. It must also have its membership open to all national organizations concerned with promoting the sport.

Each National Governing Body is responsible for approving or sanctioning competitions open to all athletes in its country. Approved or sanctioned competitions are conducted under the rules of the NGB. In the measurable sports (archery, shooting, swimming, speed skating, track and field, and weightlifting), national or world records set in a competition sanctioned by the NGB will be properly certified upon preparation and presentation of the proper papers. The only "national championship" that an IF recognizes in a sport is that which is conducted by the sport's respective National Governing Body. Other championship competitions are merely those of the sponsoring organization.

### **United States Olympic Committee**

The United States Olympic Committee is a multi-faceted organization headquartered in Colorado Springs, Colo., that provides leadership and guidance for the Olympic Movement in this country and around the world.

In 1978, the passage of the Amateur Sports Act as federal law appointed the U.S. Olympic Committee as the coordinating body for all Olympic-related athletic activity in the United States. The vision of the USOC has been to assist in finding opportunities for every American to participate in sport, regardless of gender, race, age, geography or physical ability.

The USOC is the custodian of the U.S. Olympic Movement and is the moving force for the support of sports in the United States that are on the program of the Olympic and/or Pan American Games, or those wishing to be included. The USOC is recognized by the International Olympic Committee as the sole agency in the United States whose mission involves training, entering and underwriting the full expenses for the United States teams in the Olympic and Pan American Games.

The USOC also supports the bid of U.S. cities to host the winter or summer Olympic Games, or Pan American Games and, after reviewing all the candidates, votes on and may endorse one city per event as the U.S. bid city. The USOC also approves the U.S. trial sites for the Olympic and Pan American Games team selections.

In the past 20 years, the USOC's quadrennial budget has grown from \$13 million to \$426 million. The USOC is continually ranked among the top 100 non-profit organizations in America. The USOC budget allocates more than 80 cents of every



dollar spent on its programs to athletes, an increase of 32 percent since 1976.

The mission to provide opportunities has resulted in the USOC hosting more than 25,000 athletes each year at its three Olympic Training Centers, allocating more than 10,000 grants worth \$30 million in direct athlete programs, awarding \$115 million in grants to member organizations in the current quadrennium, and supporting athletes and teams in national and international competitions.

With a staff of almost 500 employees, the USOC relies heavily on the expertise of its volunteer leadership. The USOC's Officers, Executive Committee, Board of Directors and various committees are composed of the leaders of sport in America.

The USOC began as a small group, headed by James E. Sullivan, the founder of the Amateur Athletic Union, which entered United States athletes in the inaugural Modern Olympic Games in Athens in 1896. Dr. William Milligan Sloane served as the first president of the committee in 1894. The formal committee, first named the American Olympic Association, was formed at a meeting in November of 1921 at the New York Athletic Club.

In 1940, the American Olympic Association changed its name to the United States of America Sports Federation and, in 1945, changed it again to the United States Olympic Association (USOA). Public Law 805, which granted the USOA a federal charter, was enacted in 1950. This charter enabled the USOA to solicit tax-deductible contributions as a private, non-profit corporation.

In 1961, when major constitutional revisions were made, the name of the USOA was changed to the current name, the United States Olympic Committee. The USOC moved its headquarters from New York City to its present Colorado Springs, Colo., site on July 1, 1978.

On Nov. 8, 1978, Public Law 95-606 (The Amateur Sports Act) was enacted by Congress. It specifically named the USOC as the coordinating body for athletic activity in the United States directly relating to international Olympic family athletic competition, including the sports on the programs of the Olympic and Pan American Games. The United States Olympic Committee was also given the responsibility of promoting and supporting physical fitness and public participation in athletic activities by encouraging developmental programs in its member organizations.

The Act also included provisions for recognizing National Governing Bodies (NGBs) for the sports on the Olympic (winter and summer) and Pan American Games programs and gave the U.S. Olympic Committee the general authority, on a continuing basis, to





review matters related to the recognition of NGBs in the Act. This public law not only protects the emblems of the IOC and the USOC, but also gives the USOC exclusive rights to the words "Olympic," "Olympiad" and "Citius, Altius, Fortius," as well as to Olympic-related symbols in the United States. There is, however, a grandfather clause that enables anyone using the symbols or terminology before Sept. 21, 1950, to continue using them.

The law also requires all governance councils of the USOC and NGBs to have at least 20 percent membership and voting power by "recent and active" athletes. The law further states: "The Corporation shall be nonpolitical and, as an organization, shall not promote the candidacy of any person seeking public office."

#### USOC Vision Statement

The USOC vision statement, first developed and approved by the USOC's Executive Committee in May and June of 1996, states:

The United States Olympic Committee is dedicated to preparing America's athletes to represent the United States in the ongoing pursuit and achievement of excellence in the Olympic Games and in life.

Our Olympians inspire Americans, particularly our youth, to embrace Olympic ideals and to pursue excellence in sport and in their lives.

#### USOC Mission Statement

What is the USOC? The United States Olympic Committee is an organization mandated by Congress under the Amateur Sports Act of 1978, to govern Olympic and Pan American Game related activities in the USA. The USOC represents athletes, coaches and administrators of Olympic sport, and the American people who support the Olympic Movement.

USOC members include Olympic and Pan American sport organizations (the National Governing Bodies), affiliated sport organizations, community-based and education-based multisport organizations, athletes' representatives, Armed Forces, Disabled in Sports, state fund-raising organizations, associate members and representatives of the public sector.

The USOC is governed by a volunteer Board of Directors and Executive Committee. The USOC is managed by an Executive Director with a paid professional staff. The USOC is committed to diversity. This means encouraging and recruiting diverse



participation in the USOC as an organization, as well as in Olympic and Pan American sport.

## Alphabet Soup

**IOC:** The International Olympic Committee, located in Lausanne, Switzerland, is the umbrella organization of the worldwide Olympic Movement which ensures the regular celebration of the Olympic Games. The current IOC President is H.E. Juan Antonio Samaranch of Spain.

**USOC:** The United States Olympic Committee, which has its administrative headquarters in Colorado Springs, Colo., comprises 71 member organizations. It is the moving force for support of sports in the U.S. that are on the program of the Olympic and/or Pan American Games, or those wishing to be included. The current USOC president is Bill Hybl.

**NOC:** A National Olympic Committee is the sole authority responsible for the representation of its country at the Olympic Games or at other events held under the patronage of the IOC. Although most NOCs are from nations, the IOC also recognizes independent territories, commonwealths, protectorates and geographical areas. There are currently 199 NOCs, ranging from Afghanistan to Zimbabwe.

**IF:** An International Federation is an autonomous organization responsible for the governance of its sport on the international level. The IFs establish the playing and eligibility rules, set the schedule of events and select the referees, judges and other officials to "run" their respective sports at the Olympic Games as well as other international competitions. There are 31 International Olympic Sport Federations and 19 International Recognized Federations. An example is the International Table Tennis Federation or The World Taekwondo Federation.

**NGB:** A National Governing Body is recognized by the IFs as the sport organization in each country that approves or sanctions competitions open to all athletes in its countries. There are 40 Olympic and Pan American Sports Organizations (NGBs) in the U.S. and another 11 NGBs for the affiliated sports organizations. An example is the National Archery Association or USA Track & Field.

**LOC:** Local Organizing Committees are responsible for planning and staging the events of each Olympic Games. For example, the Atlanta Committee for the Olympic Games was a private, non-profit organization that was incorporated on Jan. 28, 1991. ACOG planned and staged the events of the 1996 Centennial Olympic Games in coordination with the IOC, USOC, the City of Atlanta and the Metropolitan Atlanta



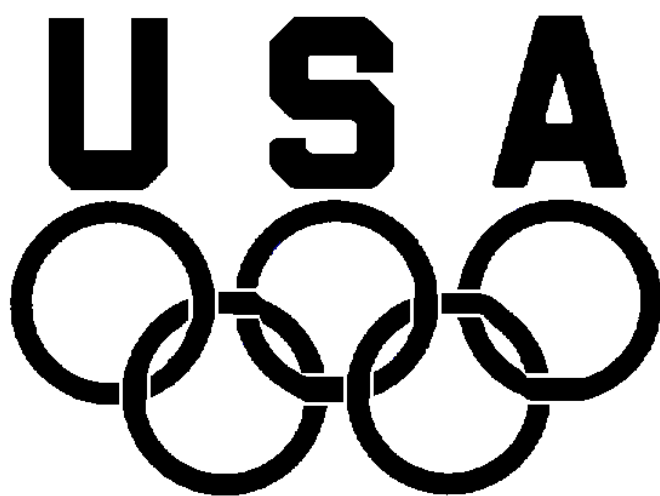
Olympic Games Authority. LOCs are already in place in Sydney (2000) and Salt Lake City (2002).

**PAG:** The Pan American Games are a multisport event held every four years for the summer sport athletes from the 41 nations of the Pan American Sports Organization (PASO) in North, Central and South America.

**WUG:** The summer and winter World University Games are geared for student-athletes from around the world between the ages of 17 and 28 who are either currently attending a post-secondary school or have been out of school for not more than one year prior to the Games. The WUG are held every two years.



# Appendix 2



Olympic  
Symbolism



## The Olympic Creed

“The most significant thing in the Olympic Games is not to win but to take part. Just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.” Barron Pierre de Coubertin

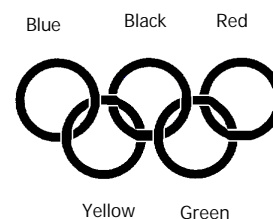
## The Olympic Motto

“Citius, Altius, Fortius” expresses the aspiration of the Olympic movement. Loosely translated, these Latin words mean “Swifter, Higher, Stronger.”

## Olympic Rings

There are few symbols in the world more recognizable than the Olympic rings – five interlocking circles in different colors, so simple in design and yet so meaningful. The association with the Games they represent is immediate.

The five circles of the Olympic rings, designed by modern Games founder Baron Pierre de Coubertin, represent the union of the five original major continents to compete in 1896, Africa, North America, Asia, Australia, and Europe – and the meeting of athletes from around the world at the end of the Games. The five colors of the rings, from left to right, are blue, black, and red across the top and yellow and green along the bottom. At least one of the colors can be found in the flag of every country participating in the Olympics



## The Athlete’s Oath

“In the name of all competitor’s, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern the, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams.”



## Olympic Torch and Flame

Another of the Games' more enduring symbols is the Olympic flame. The idea of lighting a flame for the duration of the Games comes from the ancient Greeks, who used a flame lit by the sun's rays at Olympia, the site of the original Games. The Olympic flame made its first appearance in the modern Games in 1936 in Berlin and since then, the lighting of the flame has become the focal point of every Olympic Games Opening Ceremonies.



The flame is a symbol of peace among peoples and represents the basic spiritual significance of the Olympic movement. Prior to each Olympic Games, cross-country runners relay a lighted torch from the valley of Olympia, Greece to the current Olympic Games site. Thousands of runners representing the nations the torch passes through participate, and planes and ships take the torch across mountains and oceans.

## The Olympic Flag

The Olympic Flag, which appeared in Olympic competition for the first time at Antwerp in 1920, has a white background with no border. In the center are the five interlocking rings.

## International Olympic Academy

Located at Olympia, Greece, the IOA provides educational programs based on the philosophy, spirit, ideals, principles, and values of the Olympic Games, Olympic Movement, and Olympism.

## Doves

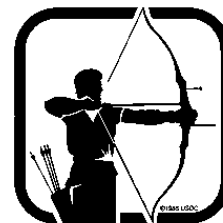
A symbol of peace, the doves are released at the opening ceremony to remind all peoples that the Olympic Games are held in an atmosphere of peace.





## Sports Symbols

The familiar pictograms have become symbols of Olympic Sports. The Organizing Committee for each Games develops its own set of figures, which are used at the venues and sold to commercial sponsors. After the games are concluded the rights to these pictograms revert to the International Olympic Committee. They cannot be used unless special permission is granted.



## Medals

The medals – gold, silver, and bronze – represent the highest levels of athletic achievement at the Games. The designing of the medal varies with each Olympic Games and is the responsibility of the host city's organizing committee. Medal winners are honored during victory ceremonies in which the flags of their countries are raised in tribute.



## Ceremonies

The Opening and Closing Ceremonies, in which the athletes march into the main stadium country by country, celebrate the talent and dedication that brought them to this honored event. The ceremonies also allow us to see the representatives of almost 200 or so participating countries together in one place. The gathering symbolized the hope we all carry that, if the athletes can join as one in the name of sport, the countries of the world can exist peacefully together too.



## Olympic Hymn

The Olympic Hymn is played when the Olympic Flag is raised. The music was composed by Spirou Samara. The words were added by Costic of Greece in 1896.

Ancient Immortal Spirit, chaste Father  
Of all that is Beauty, Grandeur and Truth  
Descending appear with Thy presence  
Illuminate Thine Earth and the Heavens.

Shine upon noble endeavors wrought  
at the Games on Track and in the Field.  
Crown with thy eternal evergreen branch  
The bodies, making them stronger and worthy.

Dale, Mount and Ocean, with Thy Light,  
Is a white and purple temple, brighten!  
To Thine Temple, to Thy Worship, come all.  
Oh! Ancient Eternal Spirit!

## Mascots

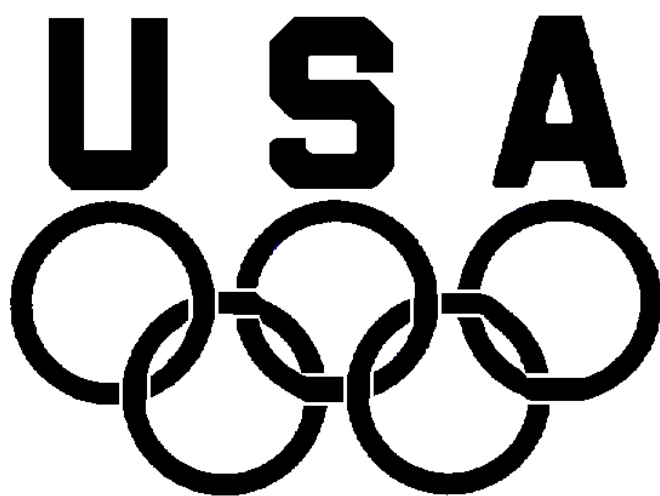
Olympic Games mascots are selected by the local organizing committee of the host city. In Lillehammer, human beings were selected as the mascots for the first time with Hakon and Kristin, who were named after historical figures from the 13th century. In Atlanta, the official mascot was the computer generated "Izzy". For Nagano in 1998, the mascots were collectively called "Snowlets," based on an owl motif. Sydney has three mascots: Syd, the kookaburra bird; Olly, the duck-billed platypuss; and Millie, the spiny anteater.







# Appendix 3



Guidelines,  
and the use of Olympic  
symbols, marks, and  
terminology



## **The Approved Use of Olympic Symbols, Marks, and Terminology**

The United States Olympic Committee (USOC) issues this statement on the use of Olympic symbols, marks, and terminology to clarify its position with schools and other educational institutions, and to forestall any misunderstanding.

### **Protection of Olympic Marks, Symbols, and Terminology**

Under the Ted Stevens Amateur Sports Act of 1999, the USOC has exclusive right to the use of the name, "United States Olympic Committee," the USOC emblem, the words, "Olympic," "Olympiad," and "OlympiKids," and all derivatives, as well as all Olympic symbols, marks, and terminology (Including the Olympic rings, torch, etc.). Olympic is also a registered trademark, service mark and collective membership mark of the US Olympic Committee.

### **Distinction between education and promotion**

The USOC encourages maximum involvement of school populations in Olympic-related educational activities. Because no statement can cover, or even anticipate, all contingencies, the overriding criterion for usage of Olympic symbols, marks, and terminology is whether or not they are used in an educational context by a not-for-profit education institution or organization. Thus, the study of, or instruction in, Olympic-related materials, including symbols, marks, and terminology, for the purpose of increasing awareness and understanding of Olympic Ideals (Olympism), the Olympic Movement and the Olympic Games, or to utilize the students' interests in these matters to build skills and increase knowledge as part of a school's regular curriculum, is acceptable.

On the other hand, the use of Olympic-related activities, symbols, marks, and/or terminology, to imply an "official" connection with the USOC (or the International Olympic Committee), to suggest special recognition by the USOC, to raise funds, and/or to stimulate attendance to events for which admission is charged is not appropriate without the express, advance written consent of the USOC.

These simple guidelines apply to schools, state and local educational agencies, institutions of higher education, public libraries, media centers, museums, and non-profit youth and educational organizations.

### **Examples of acceptable use of Olympic symbols, marks, and terminology**

The following are examples of acceptable use of Olympic symbols, marks, and



terminology:

- The playing or showing of any audiotapes, videotapes, films, or other audio-visual aids produced by or recommended by the USOC as part of the instructional program, or for training teachers and instructors.
- The reading, excerpting, or adapting of USOC resource materials included in, or recommended as part of its Olympic curriculum project, all published by the USOC as part of the instructional program.
- The making of banners, posters, flags, costumes, medals, and other creative, artistic items in connection with a school or youth organization's conduct of the Olympic enrichment program for use in classrooms, school bulletin boards, dining rooms, gymnasiums or other school areas to increase understanding of the Olympics or to create an "Olympic" spirit.
- The organizing and holding of an "Olympic Day in the Schools" or "OlympiKids School Celebration," by a school or group of schools, as a culmination of a study of the Olympics, as described in materials prepared and disseminated by the USOC. This includes the photographing, filming, videotaping, and reporting of the event in public media as an interpretation of positive educational Olympic interests, and to preserve the experience for further educational follow-up.
- The preparation of notices, reports, posters, printed programs and other materials to inform parents and other community members of Olympic-related educational activities being conducted by a school (but not for the solicitation of funds).

### **Examples of unacceptable use of Olympic symbols, marks, and terminology**

The following are examples of unacceptable use of Olympic symbols, marks, and terminology:

- The implication that a school or institution has an "official" connection, such as "The Olympic School of Sassafraz County," "Your Olympic Library," and/or the use of the five interlocking rings of the International Olympic Committee or USOC emblem on letterheads.
- The selling of posters, banners, or other artifacts produced as part of the instructional program or produced specifically to raise funds for the school or organization.
- The conduct of certain competitive events or showings for which admission is charged, for example: an Olympic track meet; a showing of Olympic film (films that are rented or purchased may be shown to audiences who pay admission, but USOC or Olympic marks and terminology may not be used to advertise the event, nor may USOC sponsorship be implied).
- The offering for sale of commercially produced T-shirts or other wearing apparel.
- Any solicitation of funds for any purpose other than to contribute to the US Olympic Committee.