

Eunice Kennedy Shriver Day

Lesson Plan

SOCIAL JUSTICE



For ages 8 - 13



ABOUT EUNICE KENNEDY SHRIVER DAY

Eunice Kennedy Shriver devoted her life to fighting for the rights of those with intellectual disabilities. To inspire new fans to experience the impact of her legacy and embrace the movement she started, Eunice Kennedy Shriver Day is an annual celebration of her life and her ideals. It is a global call for people to commit actions of inclusion, acceptance, and unity for and with individuals with intellectual disabilities,

EKS Day's call to action begins with you.

And driving EKS Day are the same values that drove Eunice Kennedy Shriver:

- + **Love** – She deeply loved her sister and she loved sport;
- + **Social Justice** – She became furious about the neglect and indifference she saw toward her sister and others with intellectual disabilities;
- + **Faith** – She strongly believed that everyone counts;
- + **Hope** – She believed in the possibilities of persons with intellectual disabilities, which fuels hope in all of us to make a difference; and
- + **Courage** – She demonstrated an unrelenting indomitable spirit in action that one person could change the world.



Eunice Kennedy Shriver congratulating athlete at the 2006 Special Olympics US National Games in Ames, Iowa.

EKS Day is about action across the globe — activities that demonstrate the impact of these values to those unfamiliar with Eunice Kennedy Shriver and her revolutionary movement. The world will actively celebrate EKS Day on the fourth Saturday of every September.

There are three components to EKS Day:

- + **Play:** A day of sports, training clinics, and Unified Sports to commemorate Eunice Kennedy Shriver's belief in building greater equality through organized athletics.
- + **Join:** An effort to educate people about the Special Olympics and Best Buddies movement and the urgent needs of people with intellectual disabilities, and to solicit their support and involvement with persons with intellectual disabilities.
- + **Build:** A regional effort to dedicate new or renovated athletic facilities in Eunice Kennedy Shriver's honor in the poorest communities.

Though the spotlight will shine particularly bright on one day, the values and the activities that drive EKS Day must continue throughout the year. We must carry on Eunice Kennedy Shriver's commitment to improve and transform the lives of the 200 million people worldwide with intellectual disabilities that still live with diminished opportunities and social disrespect and who are often neglected and hidden away.

“It is easy
to be brave
from a
safe distance.”
— Aesop (ancient storyteller)

ABOUT EUNICE KENNEDY SHRIVER

Eunice Kennedy Shriver (1921-2009), founder of Special Olympics, used athletics to change the world for people with intellectual disabilities. You are invited to reflect on her legacy and then choose and chart your own.

As founder and honorary chairperson of Special Olympics and executive vice president of the Joseph P. Kennedy, Jr. Foundation, Eunice Kennedy Shriver was a leader in the worldwide struggle to improve and enhance the lives of individuals with intellectual disabilities for over 40 years.

Born Eunice Mary Kennedy in Brookline, Massachusetts, she was the fifth of nine children of Joseph P. and Rose Fitzgerald Kennedy. Eunice Kennedy Shriver's older brothers included the late John F. Kennedy, who served as President of the United States, and the late Robert F. Kennedy, an American statesman. She married Sargent Shriver and was the mother of five children.

With a Bachelor of Arts degree in sociology from Stanford University, she worked as a civil servant and then as a social worker. In 1957, she became head of the Joseph P. Kennedy, Jr. Foundation, which works to transform perspectives of people with intellectual disabilities. The Foundation was inspired by her eldest sister and established in memory of her eldest brother.

Eunice Kennedy Shriver received many honors and awards during her lifetime and is recognized around the world for her efforts on behalf of people with intellectual disabilities. She is known worldwide for establishing Special Olympics, after championing the 1st International Special Olympics Summer Games in 1968 at Soldier Field in Chicago, Illinois. One thousand individuals with intellectual disabilities from 26 U.S. states and Canada competed in track and field and swimming.

Today, more than three million Special Olympics athletes are training year-round in all 50 states and 181 countries. They run races, toss softballs, lift weights, ski moguls, volley tennis balls and pirouette on skates. The oath from the inaugural Special Olympics Games in Chicago is still recited by Special Olympics athletes:

Let me win,
but if I cannot win,
let me be brave
in the attempt.

Eunice Kennedy Shriver died on August 11, 2009 at the age of 88. She is a sterling example of what one person can do to make a difference in the lives of others. Her values and determined spirit are accessible to each of us as we strive to fulfill our potential and contribute to improving the world.



Sources:

"Honoring Eunice Kennedy Shriver's Legacy in Intellectual Disability," David Braddock. American Association on Intellectual and Developmental Disabilities, Vol. 48, No. 1: 63-72, February 2010.

<http://www.eunicekennedyshriver.org/bios/eks>

<http://www.eunicekennedyshriver.org/bios/si>

<http://www.specialolympics.org/history.aspx>

ABOUT THE LESSON PLANS FOR EKS DAY

Teachers, facilitators, and leaders of youth groups can choose from this series of lesson plans, developed to engage young people in character building and community service as part of the EKS Day celebration and ongoing effort to honor Eunice Kennedy Shriver's legacy. These lessons focus on the five key EKS values and are designed for two age groups: 8 – 13 years old and 14 – 19 years old.

EKS Values

Each lesson focuses on one of the five values. By explicitly addressing one value within a lesson, students are better able to engage in deep exploration of the term and concept and then connect that lesson to Eunice Kennedy Shriver's life and legacy in support of EKS Day.

- + Love
- + Justice
- + Faith
- + Hope
- + Courage

Overview and Purpose

Use Eunice Kennedy Shriver's life and legacy to:

- + Teach character lessons;
- + Introduce and explore words and concepts;
- + Inform student about world figures and their accomplishments;
- + Develop skills in critical thinking, brainstorming, collaboration and reflection; and
- + Inspire youth to act with hope, faith, courage, social justice, and love.

“To know what is right
and not to do it
is the worst cowardice.”
— Confucius (philosopher)

How to Use the Lesson Plans

The EKS Lesson Plans provide a step-by-step guide for teachers, facilitators, and leaders of youth groups worldwide. Each plan details a specific set of approaches and activities to lead students in the exploration of an EKS value. The lessons are adaptable and allow for adjustments based on group size, age, time allowances, instructional goals, cultural context, and teacher discretion.

It is recommended that teachers review the lesson plan as well as supplemental content and resources developed for EKS Day (e.g., EKS biography, background on Special Olympics, suggested videos) and then craft and deliver a learning experience to excite, engage, and educate students.

Each lesson is intended to inspire students to action and is designed to culminate in their committing to “EKS Acts” of inclusion and acceptance for and with persons with intellectual disabilities. Begin the lesson with this end goal in mind. Review the EKS Acts with your students and help them to choose an act they want to commit to and execute after learning more about Eunice Kennedy Shriver's incredible life and acts to promote social justice. Help them to see how their individual acts to promote social justice can help to improve and change someone else's life.

Teachers can implement EKS Lesson Plans on or about EKS Day or as part of a week-long or even month-long observance of the EKS legacy – or, ideally, as a recurring discussion with corresponding activities and projects for students.



Eunice Kennedy Shriver awards the gold medal to the winning soccer team from Chile in 1983 before a crowd of 60,000 fans in Tiger Stadium at the Sixth International Special Olympics Summer Games in Baton Rouge, Louisiana, USA.

SOCIAL JUSTICE

"You are stars and the world is watching you. By your presence you send message to every village, every city, every nation. A message of hope. A message of victory:

The right to play on any playing field? You have earned it.

The right to study at any school? You have earned it.

The right to hold a job? You have earned it.

The right to be anyone's neighbor? You have earned it."

— Eunice Kennedy Shriver

Social Justice is an EKS Day value because Eunice Kennedy Shriver often saw people ignoring or being rude to her sister and others with intellectual disabilities. Furious about those experiences, she worked to change how people treated children and adults with intellectual disabilities. During her life, she followed the Golden Rule: *Treat others as you would like to be treated.*

Age Group: 8 – 13 year-olds

While the youngest children in this age range may not grasp the full meaning of "social justice," this lesson introduces the term, begins developing students' understanding of the principle and heightens sensitivity to certain behaviors and actions.

Lesson Objectives:

- + To broaden understanding of the term and value: social justice
- + To increase awareness and sensitivity to issues of fairness and equality
- + To provide concrete examples of acts that promote social justice and people who are models of social justice
- + To sustain the Eunice Kennedy Shriver legacy by sharing her story and celebrating her values
- + To provide a direct call to action for students by inspiring them to commit to acts that advance the values and mission of Eunice Kennedy Shriver and EKS Day

Time Required:

Two 50-minute class periods
Note: *These time allowances are only suggestions. Please use your discretion in allocating time, based on the number of students participating, your judgment about their level of familiarity with the featured value and learning activities, and their responses and engagement during the lesson.*

Resources Needed:

- Video clip of EKS speaking at the opening of the 1991 World Games (<http://www.eunicekennedyshriver.org/videos/video/59>)
- Set of 3 or more index cards:
 - The word "bullying" written or printed on one card
 - The word "prejudice" written or printed on one card
 - The word "unfairness" written or printed on one card
 - Other cards with your choice of words that represent social justice themes (optional)
- EKS Acts Handout

Supplemental K-12 lessons and interactive student activities may be found at the new Get Into It curriculum: www.specialolympics.org/getintoit

Standards Alignment

This lesson is aligned to the service-learning standards from "The K-12 Service-Learning Standards for Quality Practice" from the National Youth Leadership Council. http://www.nylc.org/objects/publications/Standards_Oct2009-web.pdf

SOCIAL JUSTICE

Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.

3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Lesson Steps:

- I. Grounding
- II. Mining Meaning
- III. Core Activity
- IV. Reflection
- V. Extensions (optional)

"I'm for truth, no matter who tells it. I'm for justice, no matter who it is for or against. I'm a human being, first and foremost, and as such I'm for whoever and whatever benefits humanity as a whole."

— Malcolm X (human rights activist)

SOCIAL JUSTICE

I. Grounding

Rationale: This foundational segment of the lesson aims to bring students quickly into the mindset of the value, *before* explicitly labeling the value or delving into its definition and relevance in Eunice Kennedy Shriver's life. The intended outcome is for students to tap into their personal connections and current understanding of *social justice*, however basic or advanced.

Overview: Students are invited to consider a historical quote that illuminates *social justice*. Teachers will engage their students in a spirited discussion by "naively" proposing alternative wording that alters the original message. Students will share their reactions to the changes in words and message and explain why the statement is acceptable or unacceptable. (10 – 15 minutes)

Procedure:

1. Before students begin the lesson, write on the blackboard or another prominent place the following quote from Nelson Mandela of South Africa:

"We must use time wisely and forever realize that the time is always right to do right."

– Nelson Mandela



Eunice Kennedy Shriver, seen here with former President of the Republic of South Africa, Nelson Mandela, recruited the support of the world's most influential leaders for the Special Olympics movement.

2. Begin the lesson by reading the quote aloud and inviting students to share their thoughts about the statement. How does this statement make them feel? Do they agree with it?
3. After hearing and discussing the responses of a few students, ask the question: *What if we replaced "always" with "sometimes" to read...*

We must use time wisely and forever realize that the time is *sometimes* right to do right.

4. Encourage students to respond to the word change and to share their thoughts and feelings about the altered meaning.
5. After a few students have shared their thoughts, ask: *What if we changed the first use of the word "right" to read "wrong"...*

We must use time wisely and forever realize that the time is *sometimes wrong* to do right.

6. Encourage your students to respond to these changes in the statement and observe their reactions and the thought that they are putting into the new meaning of the statement.
7. After students have responded, present a final edit to the statement and ask them how they feel about it now.

We must use time wisely and forever realize that the time is *sometimes* right to do *wrong*.

8. Ask your students to share how their thoughts and feelings changed each time it was changed. How much did their thoughts change between the first statement and the last statement?
9. Wrap up activity by informing students that the original statement is a quote from Nelson Mandela (a South African hero and a former president of the country) and that the quote conveys the value, *social justice*.

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II. Mining Meaning

Rationale: This step of the lesson is designed to further establish what the value is and what it means. The goal is to allow students to explore the meaning of *social justice*, as well as to generate a list of terms that carry the same or similar meaning. Labeling the value at this point will enable students to connect the concept to culture and place. Social justice can carry a range of meanings, based on context.

Overview: Teacher leads students in process to probe the meaning of social justice, using common definitions, synonyms, and antonyms. (10 - 15 minutes)

Procedure:

1. Ask students to raise their hands if they are familiar with or have ever heard the term social justice. Acknowledge that it is a term that many adults struggle to understand fully.
2. Call on some students to share what they think the term means.
3. Write on the board or another a prominent place a commonly accepted definition for *social justice*. A definition is provided in the textbox to the right but you can select your own.
4. Continue to explore the term's meaning with your students until you are confident that they have a firm grasp of what it means. Be prepared to have several examples or stories to share to move the discussion along.

Note that sports analogies are useful in illustrating points about "fairness" and "fair play." A specific example is that it is unfair to use your hands when playing soccer. If needed to make a point, ask: *If the "no hands" is a rule in soccer, is it right when some team members use their hands? Why not?*

Social justice (n): a value that ensures advantages, opportunities and benefits are spread fairly among all people of a community or society.

Synonyms and supporting concepts:

- Fairness
- Fair play
- Level playing field
- Equality
- Equity
- Respect
- Dignity
- Basic human rights
- Freedom
- Power
- Golden rule: Treat others as you would like to be treated

Antonyms and incompatible concepts / behaviors:

- Unfair
- Unequal
- Unjust
- Bullying
- Prejudice
- Discrimination



For more than 40 years, Eunice Kennedy Shriver has attracted the support of many athletes (such as Pele shown here), entertainers, and celebrities who act as public ambassadors for the Special Olympics movement.

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- To reinforce the concept, show students the following video from the 1991 World Games, where Eunice Kennedy Shriver gave the introductory speech. <http://www.eunicekennedyshriver.org/videos/video/59>
- Transition by introducing students to Eunice Kennedy Shriver by providing a brief biographical sketch of her extraordinary family, values, and legacy and discussing the different ways that she exemplified and fought for *social justice* in her life. Explain briefly why the class is celebrating her values, in this instance *social justice*, and recognizing her achievements on EKS Day.
 - Share with students that “social justice” is a classroom focus in honor of EKS Day and that Eunice Kennedy Shriver held social justice as a value because of the unfair and sometimes unkind ways people treated her sister Rosemary and others with intellectual disabilities. Explain that children and adults with intellectual disabilities learn differently than most people, bring unique talents and interests, and deserve the respect and care that we all want.
 - Use the biographical summary to introduce students to Eunice Kennedy Shriver and her legacy. Share her greatest achievements as well as anecdotes and highlights from her life that your students would find interesting (e.g., one of nine children, older brother was an American president).



Eunice Kennedy Shriver giving swimming lessons at Camp Shriver in her backyard, 1963. Eunice Kennedy Shriver started her life's work in her own backyard by hosting Camp Shriver, a summer sports camp for people with intellectual disabilities.

- It was one woman's courage that changed the world....Show the online tribute video, which gives a fast-paced overview of Eunice' Kennedy Shriver's life and pioneering accomplishments, as told by her family, a Special Olympics athlete, and Nobel Peace Prize winner Nelson Mandela. (Video found at <http://www.eunicekennedyshriver.org/videos/video/51>)

“Special Olympics athletes are spokespersons for freedom itself - they ask for the freedom to live, the freedom to belong, the freedom to contribute, the freedom to have a chance. And, of all the values that unite and inspire us to seek a better world, no value holds a higher place than the value of freedom.”
— Eunice Kennedy Shriver
(Special Olympics founder)

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III. Core Activity: Clip, Paste, Love

Rationale: This step provides hands-on learning through interactivity. Students will continue to attach personal meaning and importance to the value — exploring *social justice* in a way that demonstrates its role in personal life, family life, community life, and our society as a whole.

Overview: With this activity, you will generate scenarios and role-play situations with your students where there is an imbalance of power and/or ability and how these circumstances can sometimes play out in our society. You will also explore and analyze what factors and emotions play into doing the right thing...or not. (40 minutes)

Procedure:

1. Ask your students: Is it always easy to know the right thing to do? This will prepare them to explore situations when doing the right thing and fairness can be challenging.
2. Divide class into small groups of four or five.
3. Have each small group draw one card with a story theme. Here are three suggestions: *bullying*, *prejudice*, and *unfairness*. You can add to or replace one or more of these with your own relevant themes that will prompt students' story development.
4. Provide the small groups with these instructions, both written and verbally.

Instructions: *Together, your team will make up a story that provides an example of social justice. Use the theme printed on your team's card to create your story.*

In your story, show how a group of kids can begin down a path of doing something that is wrong or unfair. Then before the story ends, show how one person can stand up and do the right thing and change the situation into a good one.

Make sure everyone on your team helps in creating the story. Also, make sure everyone has a role to play.

Optional: Encourage students to employ props in their scenario, using items in the classroom.

5. Give the teams approximately 15 - 20 minutes to create their stories and then approximately five minutes each to act out their stories (like a play), team by team, in front of the rest of the classroom.
6. Engage the class in a conversation about the stories they created and presented. Help start the conversation with questions like:
 - *How did you feel when characters did the wrong thing?*
 - *How did you feel when the characters finally did the right thing?*
 - *What things help you decide whether to do the right thing or the wrong thing in real life?*
 - *How can kids support each another to do the right thing more often?*
7. Wrap up activity by emphasizing that social justice is the result of combining love (kindness and caring) and courage (being strong even when you may feel fear), both of which are also EKS values. To make the point, use a quote from Mother Teresa: *"If you judge people, you have no time to love them."*

Take time, especially for younger children, to make a connection around the importance of showing both love and courage for social justice to flourish.



Eunice Kennedy Shriver meeting Mother Teresa. Eunice Kennedy Shriver and Mother Teresa shared a similar vision and passion to change the world.

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IV. From Reflection to Action

Rationale: This segment centers on reflection and processing to help reinforce the importance of the value and the ways in which youth, and people in general, can embody that value.

Overview: Guide students in further discussion of social justice issues, as it relates to the real world — their lives and society (10 minutes)

Procedure:

1. Open the conversation, with such questions are:
 - Name some situations when social justice would need to be applied.
 - Name some important times in our country's history when the social justice value mattered most.
 - Name some situations in which you've experienced a social justice issue.

If the term "social justice" is a continual hurdle for young students, use the term "fairness among groups of people" or "love and courage" as substitutes.

2. Ask students to name people — global luminaries, fictional characters, national figures, and everyday citizens — who have stood up for *social justice* and done the right thing (e.g., Mahatma Gandhi, Dr. Martin Luther King, Jr. and Eunice Kennedy Shriver) and talk about what they've done for our world.
- 3) Invite students to share a change in thinking or an action that they will do individually or as a group, after learning the meaning and significance of *social justice*.
- 4) Distribute the EKS Acts handout and/or refer students to the online version (found at <http://www.specialolympics.org/eks-day-overview.aspx>). Review the activities aloud. Invite questions and explain anything that student fail to understand from the sheet. Explore how students can participate in EKS Acts in your community.

Real-life examples of issues that benefit from people with social justice values:

- Race and ethnicity
- Intellectual disability
- Physical disability
- Gender
- Class
- Indigenous affairs
- World poverty
- Religion
- Human rights
- Abuse (physical, verbal)

- 5) After discussing the EKS Acts with your students, help them to choose at least one Act that they can lead or get involved with in their communities. Reinforce the idea that their dedication and commitment to social justice can change a person's life!
- 6) Close this segment by encouraging students to: (a) share what they learned with others, (b) take time to learn more about the EKS legacy, and (c) follow through on their personal pledges to take action in small or big ways. Encourage your students to share their stories and the ways that they made a difference in their communities at <http://www.specialolympics.org/community/index.html>.

"It is a worthy thing to fight for one's freedom; it is another sight finer to fight for another man's."
— Mark Twain (author and humorist)

COURAGE

V. Extensions (optional)

Below is a menu of optional activities within this lesson on social justice. These are activities you can undertake to tie this value to other EKS Day values as well as to extend your class' value-based learning activities over a longer timeframe.

- Assign students reading and research to learn more about Eunice Kennedy Shriver's life, legacy, and values as it pertained to her ability to bring about true change in the world through the Special Olympics. The website <http://www.eunicekennedyshriver.org> offers multimedia resources to assist with the research. Once students complete the assignment, allow time for them to report what they learned about her and to update the class on how they fulfilled their personal pledges and EKS Acts.
- Create a timeline of the founding and evolution of the Special Olympics, the worldwide organization that sustains the love, hope, and courage that Eunice Kennedy Shriver showed since childhood. Refer to the organization's website (found at <http://www.specialolympics.org/history.aspx>) and use the online video about Camp Shriver (found at <http://www.eunicekennedyshriver.org/videos/video/12>), which describes the groundbreaking



On July 20, 1968, the first Special Olympics Games were held in Chicago, moving Mayor Richard Daley to predict, "The world will never be the same after this."

idea of a summer camp where children with and without intellectual disabilities could play sports together. Promote the idea to students that it is never too early to determine your values and to begin improving the world with your actions.

- Allow individual students to choose an issue to explore through research, additional activities and community service. Encourage them to draw inspiration from something they have experienced, seen or read about, just as young Eunice Kennedy Shriver was motivated by her sister's experiences.
- Help your class explore further how social justice interacts and overlaps with other EKS values, such as "faith" or "hope." Apply approaches outlined in this Lesson Plan (e.g. Mining Meaning) to introduce students to the significance of these and other EKS values. If time allows, implement the EKS Lesson Plan on love as a complement to the social justice lesson.

"Until the great mass of people shall be filled with the sense of responsibility for each other's welfare, social justice can never be attained."

— Helen Keller (author and educator)

HANDOUT:

EUNICE KENNEDY SHRIVER ACTS (EKS ACTS)

Eunice Kennedy Shriver Day is intended to share her story and impact and inspire new fans to join the movement and to commit acts of inclusion and acceptance for and with people with intellectual disability with a goal of reaching 100,000 Eunice Kennedy Shriver Acts.

Eunice Kennedy Shriver Acts (EKS Acts) are actions or activities of inclusion or acceptance for and with persons with intellectual disabilities. Individuals, schools, and businesses can commit to EKS Acts and will be able to go online (www.eksd.org) to post their commitment. Here are several individual Acts that one person or a small group of people can do to celebrate Eunice Kennedy Shriver's values and mission, and experience the joy and increased understanding that comes from interacting with people with intellectual disabilities.

Eunice Kennedy Shriver Acts for Students and Schools/Universities:

- + Become a Special Olympics Unified Sports partner or sign up to be a Best Buddy.
- + Collect and donate fun supplies and games to special education classrooms or learning centers.
- + Run a Public Service Announcement (PSA) in morning news or announcements at school or editorial in student newspaper about the EKS vision.
- + Set up an EKS awareness table on your school campus in library, hallway, lunchroom, media center, or student union.
- + Take one or more people with an intellectual disability with you to a sports event.
- + Invite a classmate with an intellectual disability to sit with you at lunch.
- + Ask someone with an intellectual disability to play tennis, kick a soccer ball, shoot basketballs, or play another one-on-one game.
- + Fight prejudice in your school by launching a campaign against use of the "R-word." (www.r-word.org)

- + Change your Facebook profile to a photo of Eunice Kennedy Shriver and share one of her iconic quotes as your status.
- + Tweet about the EKS legacy and impact.

Eunice Kennedy Shriver Acts for Businesses or Associations:

- + In the week leading up to EKS Day, dedicate one day as "bring a Best Buddies chapter or Special Olympics team to work day" when participants can visit corporate offices and shadow employees.
- + Give employees one day off that week to volunteer for Special Olympics or their favorite nonprofit organization or NGO related to the disability field.
- + Volunteer at a special education classroom or learning center and donate supplies.
- + Add a PSA or video related to EKS or disability to your website.
- + "EKS Day at the Office" – Arrange an hour, afternoon, or day of onsite activities involving people with intellectual disability.
- + Place a story or article in the company newsletter about Eunice Kennedy Shriver's legacy and impact.



Special Olympics athlete and Board Member Florence Nabayinda, UN Secretary General Kofi Annan, his wife Nane, Wang Guangya China's ambassador to the United Nations.