



SCAFCS NEWSLETTER

Meeting Needs Far and Near

When everyone parted following the February Conference, the only concern in mind was the threat of snow and returning home safely. Little did anyone dream that Covid19 would shatter concepts of "normal." The FCS Professionals across the state and nation stepped up and made terrific contributions to assist individuals, families, and communities as the world went into quarantine and virtual living.

Amended Plans

Teachers in Greenville County Schools were given handouts for students on Friday and schools were closed the following Monday. Fortunately, most teachers took home essential computers, files, and materials. Others (especially food lab and culinary teachers) were looking at food that needed to be stored, plans that needed to be amended, and questions as to how to meet course requirements and objectives. Although panic was the initial reaction, professionalism and creativity kicked in and new plans were quickly initiated. Some courses lend themselves easily to virtual teaching; however, most FCS subjects rely heavily on manual applications. Some teachers provided virtual lessons, PowerPoints, and student pick-up packets to make foods, sewing, design projects at home. Others

were able to complete class requirements with students using items at home.

Course Controls

Whether in the classroom or in the virtual world, students had to log in and be responsible to listen and do the work. But this is where virtual lessons were vulnerable. Some students did not have access to Wi-Fi, others were prone to not focus, some did not log in or did so sporadically, but most students were anxious to learn and benefit from the close-up lessons.

This is where this Newsletter will make a change. In November, this Newsletter will serve as a best-practices idea board. Some classes are still teaching virtually, others are at risk of going back to virtual lessons. Please send your ideas for various subjects that you taught virtually and explain how you got the job done and the best reactions from your students.

- Subject taught and Lesson topic
- Objectives restated but aligned with national and state standards
- Ideas that worked best for you
- Way that you rethought or were able to meet the objectives virtually
- Samples, rule lists, organizational tips
- Ways to enable hands-on applications
- How to engage students to complete projects or evaluations
- Concepts to meet needs when distant

Equitable Evaluations

In looking back in lessons covered and lessons learned last spring, please also share:

- Changes to evaluate student learning
- Ways to collect or return projects
- What you would have done differently
- Lessons you learned about yourself, students, and/or the community

There are lessons to learn from you veterans of this epic situation. Thank you for taking time to share with others how you accomplished so much with so little time and help.

Please submit your ideas to scafcs@gmail.com by October 16th.



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Message from the President

Kimberly LaNell Ray in office until June 1, 2020

During our last conference, we gathered essential tools for our trade in FCS. So many wonderful presenters shared insightful information that we can immediately put into use in our communities. I honestly believe that Family and Consumer Sciences professionals are some of the most resourceful people on the planet! It is such a blessing that we chose a profession that utilizes our gifts and skills so that we can share them with others to improve their quality of life. Whether it be creating a family budget, planning meals and creating recipes, caring for children, or decorating your living space, our organization truly touches every aspect of everyone lives.

I am honored to be associated with Family and Consumer Sciences; it is my goal to serve in any capacity needed for as long as I can. I urge all of my fellow FCS professionals to bring all of your gifts, talents, and resources and put them to use by serving as an officer with our state affiliation. We need you! I know you all may say that you have full lives and that you just do not have the time. I am a firm believer that we will make time for the things that matter to us. With the state of our world today, we can see how our profession can help especially with the emerging corona virus. It is my prayer that our organization continues to do the work and we keep our chapter thriving by having passionate and dedicated workers helping us, families, and communities.

As my time ends as president, I would like to thank all of my colleagues for working alongside me for these past two years. The things that I have learned during my service as president have definitely made an impact on my life for the better. It has made me a better communicator, more diplomatic, a better listener, and a better team player. All of this was very easy because my fellow officers were fantastic. I am forever in gratitude because you all have done nothing but give me constant support and love throughout this process. To the rising president of our organization, Jean Pesce, I am more than confident that you will continue to go above and beyond in your service to Family and Consumer Sciences. Again, thank you to all and let us continue to make SCAFCS great!

Bring all of your gifts, talents, and resources and put them to use by serving as an officer with our state affiliation.



Building a Better Professional: Tools of the Trade

The program chairman, Barbie Beadles, hit the nail on the head when she came up with this theme. Although we had no idea of the future isolation and online teaching and working, this conference as well as other professional development opportunities had the South Carolina Family and Consumer Sciences professionals at no disadvantage. The opportunities to network and mingle with fellow professionals gave everyone a chance to meet, talk, and obtain information. The major conundrum was if we were going to be snowed out or not! Fortunately, light snow hit Greenville, but not enough to stop traffic. In fact, during the banquet on Thursday, one of the former Presidents leaned over and showed me her weather map. Spartanburg was circled with clear skies as if God held an open window for those of us who had to drive home in the dark. The roads were clear and we all drove home safely.

Articles highlighting some of the speakers will be following throughout this Newsletter. Many of the speakers shared their PowerPoint Presentations. These are available on our www.scafcs.org website under Conference Updates. Of course, nothing is better than attending and experiencing the entire ambiance, materials, and delivery of information in person. Go to your calendars (both desk/home paper calendars and digital one) to circle February 18—19, 2021. Make your plans NOW to attend. More information will be given in the November 2020 Newsletter online.



Barbie Beadles, Program Chairman, provided a stellar Conference. Attendees obtained more than centerpieces, door prizes, and great memories, they left with information for professional application.



The Banquet was delicious, the camaraderie was plenteous, the presentation was inspirational (page 8), and the awards and recognitions (next page) were well-deserved



Mentors and teachers of teachers were able to reconnect. Once again, Chef Hydrick Gass provided music adding to the ambiance of the evening.



At the Thursday Annual Membership Meeting, the new board members were inducted by then Counselor Glenna Mason.



This photo includes Conference Chairman, Barbie Beadles, and the last time Juanita Mendenhall IFHE and SCAFCS past-president attended before moving to Virginia this summer. A complete list of those serving you is found at www.scafcs.org. Jean Pesce, President; Sophia Brown, Vice President Program; Kimberly Myers, Vice President Program-elect; Sandra McManamon, Vice President Membership; Dr. Zoraida Harley, Vice President Finances, Juanita Robinson, Secretary; Dorothy Blanton, Historian; Becky Mann, Nominations Committee chairman; Marissa Jones, the new chairman of International Perspectives. The 2020-21 SCAFCS Board of Directors will begin their term on June 1.

SCAFCS 2020 Awards

Avannah Lewis, Recognition and Awards

- **Dr. William H. Whitaker –**
Leader SCAFCS Award



- **Sophia Browne –**
Teacher of the Year



- **Dr. Eleanor Glover Gladney –**
Friend of the Family



Congratulations and thank you for your amazing work to promote individuals, families, and communities!

Coats & Clark Revisited

Submitted by Lynn Browne, Long-time SCAFCS Contributor,
Vendor, and Supporter

With over 200 years of commitment to quality, selection, and innovation, Coats & Clark is the thread company trusted for generations. Coats & Clark offers a wide variety of threads to meet every quilting and sewing need. In 2019, Coats & Clark became part of Spinrite, a leading craft company and provider of craft knitting yarns. Familiar Coats & Clark brands such as Dual Duty, Red Heart, Coats & Clark, Aunt Lydia, and Susan Bates continue to be consumer favorites and can be found on the website, www.Yarnspirations.com

Looking for Coats & Clark on-line? All the great sewing and quilting projects and sewing information can now be found at www.Yarnspirations.com/coatsandclark. A benefit of the new website is that our sewing thread, zippers and more can also be purchased on-line.

Our new logo is colorful and represents our commitment to inspiration:

Coats & Clark sparking creativity for generations!



Our Consumer Care team can be reached at (800)648-1479 or write to us at:

Coats & Clark
13850 Ballantyne Corporate Place, Suite 250
Charlotte NC 28277

We can also be reached through the "Contact Us" link on Yarnspirations.com or you may email Lynn Browne at lbrowne@spinriteyarns.com.



Ending the Silence

NAMI (National Alliance on Mental Illness)

Paige Selking & Sharyn Pittman

Mental Illness Affects

Know the WARNING SIGNS

- Feeling very sad or withdrawn for more than two weeks
- Severe out-of-control, risk-taking behaviors that cause harm to self or others
- Sudden overwhelming fear for no reason, sometimes with a racing heart, physical discomfort or fast breathing
- Seeing, hearing or believing things that are not real
- Drastic changes in mood, behavior, personality or sleeping habits
- Extreme difficulty concentrating or staying still that puts a person in physical danger or causes school failure
- Intense worries or fears that get in the way of daily activities
- Throwing up, using laxatives or not eating to lose weight, significant weight loss or weight gain
- Using alcohol or drugs excessively
- Trying to harm oneself, attempting suicide or making plans to do so
- Previous suicide attempts
- Traumatic life experience (physical/sexual abuse, divorce, losing a parent)
- Presence of mental health condition
- Being involved in bullying in anyway
- Talking, writing or drawing about death
- Talking about having no reason to live, being a burden
- Loss of interest in the things they care about

If you believe a young person is contemplating suicide:

- **Don't ignore the signs!**
- Ask them the question, "Are you thinking about suicide?"
- Don't leave them alone
- Escort them to the school mental health contact
- Share relevant information with the mental health contact
- Determine who will contact their family

Share concerns

Give specific examples

Inform them of past discussions

Ask how to approach the conversation

Share SPECIFIC, concerning behaviors observed

Listen, express concern, reassure

Focus on being understanding, caring, and nonjudgmental

Ask what you can do to help

Share SPECIFIC, concerning behaviors observed

Listen, express concern, reassure

Remove feelings of blame

Acknowledge frustration and anger as normal

Communicate empathy and compassion

If the family mentions a possible mental health condition:

De-stigmatize the topic by normalizing mental health issues

Emphasize that the earlier their child gets help, the better

Communicate

Make sure the student is involved, what do they want/need?

Maintain regular communication between home and school

Involve staff members they are most comfortable with

Offer flexible check in times

Share in a note instead of talking

Educate

Improve communication and problem-solving skills

Reduce stigma through mental health education

Share tips on how to get and stay organized

Openly discuss the effects of bullying

Foster a culture of kindness in the classroom

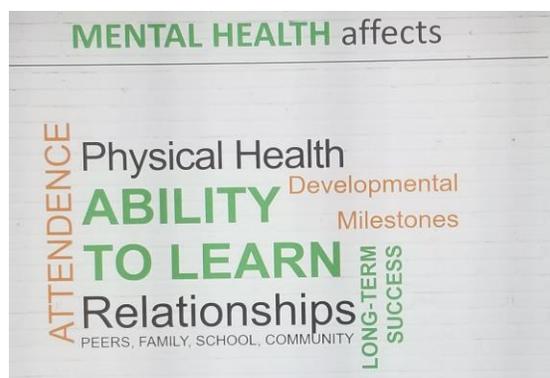
Making symptoms better

All Behavior is communication.

"A few minutes of listening, observing, and understanding, can save hours of miscommunication, frustration, and conflict. A need met is a problem solved."

LR Knost, Little Hearts/Gentle Parenting Resources

EMPATHY is the Doorway to Understanding



Why Junior Achievement

Submitted by Jean Pesce

The speakers for this session, with long histories of working with non-profit organizations and youth programs, shared their enthusiasm for the founding principles and beneficial outcomes of Junior Achievement (JA) experiences. Susan Spencer, as Director of Education and Volunteers in the Upstate, oversees programs for kindergarten through high school. In this position she coordinates and trains both educators and volunteers from the business community to conduct the programs for their location. Surely her involvement with PTA, SIC, Crime Stoppers, Cancer Society, and Rotary Club have polished the skills necessary in her current position. Co-speaker Connie Lanzl, with an equally impressive background developing funding and other resources for schools, holds the position of President in the same region. She steers and manages the Junior Achievement activities in five counties of South Carolina by building indispensable relationships and awareness in the schools and community.



The premise of Junior Achievement activities is to provide youth with a sense of purpose and belief in self which are known to be necessary for achieving success in life. The means by which these self-concepts are developed in children is rough three basic areas: financial literacy; work-readiness; and entrepreneurship. The essential ingredients of dedicated people (educators and business volunteers) and money (sponsorships) are brought together to create programs to fit with the unique circumstances and logistics of each location. Some of these many be patterned from existing or previous programs or created totally from scratch as needed. Looking at some data for JA one can find that there are 107 offices world-wide with two in South Carolina. The organization attempts to close the gaps between education and business since 20% of students are not motivated to complete high school on time on the one hand and employers are experiencing a 47% gap in talent shortage. In addition, 91% of Millennials are interested in entrepreneurship. Bearing these facts in mind, it is easily seen how JA programs that teach students how to create

and run even a small business not only meet community needs but also create a successful, satisfied work force for the future. In conjunction with skills learned in the Family and Consumer Sciences, Junior Achievement can be a useful resource in creating engaging school environments which are worth exploring.

Virtual Reality in the Classroom

Sarah Evanson-Adkinson, Instructional Coach at Simpsonville's Ralph Chandler Middle School, provided insight on incorporating simulation through technology of Virtual Reality in the classroom. Rather than describing locations, events, or cultures, students can be transported without field trip costs, time, or safety considerations to actual places around the world. Many museums, internet sites, and locations provide 360 views, lessons, and virtual trips. Teachers can learn to incorporate their own questions and lessons points into virtual reality lessons. The Google Expeditions app is available to educators for free. The original 30 locations have grown to over 1,000 available sites where a 350° dome of the environment area can be viewed.

Students will need a viewer fitted with a smartphone to fully enjoy the experience. Grants can be used to purchase the viewers. Schools can place them in the media or library checkout so various subjects can use the equipment. Google has now provided ways for some Chromebooks to use VR if they have touch screens.

For FCS, consider using virtual reality to view:

- Childcare classrooms and centers
- NICU facilities
- Hospitals for special presentations or tours
- Museums for cultural, design, or textile displays
- Architecture and design studies
- High-end restaurants
- Exhibitions or special events
- Castles and historic sites for furnishings and design
- Eat dinner on the ceiling with the shuttle Discovery crew
- Discover fashions and cultures around the world
- Watch food designers create delicacies

The world is literally at your fingertips!



Decorating Croatian licitars

Count the Kicks Campaign

Two ambassadors from the non-profit Healthy Birth Day, Inc. were introduced to the SCAFCS attendees at the Spartanburg Conference. Many do not realize that 24,000 babies are stillborn every year. In 2004 the first stillbirth registry was initiated in Iowa by five women who each lost a child to stillbirth or infant death. They noted public health research in Norway that demonstrated a 30 percent reduction in stillbirth by teaching pregnant women how to monitor fetal movement during the third trimester of pregnancy in doing kick counts on a daily basis. Several scientific studies, not just the one in Norway, indicate kick counting, a daily record of a baby's movements (kicks, rolls, punches, jabs) during the third trimester, is an easy, free, and reliable way to monitor a baby's well-being in addition to regular prenatal visits.

In 2008, a public awareness campaign, [Count the Kicks](#), was born. In Iowa all maternal health providers offices were provided educational [Count the Kicks](#) posters and brochures to give to every pregnant mom. In the first five years of Count the Kicks, Iowa's stillbirth rate decreased nearly 29%. In the decade since Count the Kicks was founded, 2018 statistics showed the stillbirth rate in Iowa decreased nearly 32%!

According to CDC statistics, 1 in 167 pregnancies end in stillbirth. It is also alarming that stillbirth is 10 times more common than SIDS (Sudden Infant Death Syndrome). Closer to home, 2018 stats show South Carolina's stillbirth rate as 445 stillbirths per year (7.70 per 1,000 live births). South Carolina has the 45th highest stillbirth rate in the nation. If South Carolina would have a 32% decrease as Iowa did, that means the lives of 142 babies could be saved each year!

Tracking fetal movement is a non-invasive way for expectant parents to monitor their baby's health in the third trimester of pregnancy . . . "babies can be saved when expectant parents are educated on getting to know their baby's normal movement pattern starting at 28 weeks and to speak up if they notice a change."

– Dr. Ruth Fretts, Harvard Medical School,
Assistant Professor, Department of Obstetrics & Gynecology;
Count the Kicks Medical Advisory Board Member

Implementation of *Count the Kicks* in the classroom

(Parenting Education I, Parenting Education II, Human Development: Responsible Choices I, and Human Development: Responsible Choices II courses)

Are you teaching or talking about stillbirth and stillbirth prevention? Think about how this conversation could be

added to lesson plans. If you are not educating on stillbirth and stillbirth prevention, why not?

- Align the topic to the curriculum standards.
- Use facts, not fear.
- Incorporate proper definitions.
- Discuss myths or misconceptions concerning stillbirth.
- Focus on prevention.
- Encourage research and updates.
- Test the app for feedback or improvement ideas.
- Provide a message of patient self-advocacy
- Visit <https://www.countthekicks.org/> for help.

A *Count the Kicks App* is available.



- Free
- Available in 12 languages (Amharic, Arabic, Chinese, English, French, Haitian-Creole, Hindi, Marshallese, Russian, Spanish, Swahili, & Vietnamese)
- Kick session results to share on social media or to send with email
- Notifications given
- Post-pregnancy survey taken

Teach students about stillbirth, use the facts, data, and research. Be comfortable talking about stillbirth just as if talking about SIDS, or not drinking alcohol, or smoking during pregnancy. Focus on the prevention of stillbirth. Teach expectant and future moms to pay attention to their baby and know what is normal for their baby; it could mean they may save their baby's life. This also promotes early bonding with the baby. Empower expectant moms to know what is normal for their baby and to advocate for their baby if they feel something is off. Teach students who can share with their families and use it in the future. This is not a fear-based campaign, this is a positive and empowering campaign.

Building FCS Communication with Media

By Eleanor Glover Gladney

Ms. Billie Jean Shaw began her presentation in reporter mode by asking the audience to respond to questions such as, “What do you think about when you think about a report?” and “What skills do you need to be a reporter?”

She emphasized the fact that she is a successful journalist as a result of skills developed in Family and Consumer Sciences and the Future Homemakers of America student organization. She reflected on her memories of attending conferences with her mom, Mrs. Willa Jean Shaw, a Family and Consumer Sciences teacher in Manning, SC. She experienced examples of public speaking, perfect visuals, and white sharp chef jackets. Public speaking became her favorite. She began participating in mock job interviews, oratorical competitions, and took advantage of any other opportunities available. She learned to develop a resume, earned a ServSafe Manager Certification, soft skills, and people skills.

Billie Jean’s career path took her to Winthrop University where she majored in Journalism and minored in Marketing. She referred to people skills as the root of the profession where children are the primary focus. She asked the teachers to continue to be encouraged, share news with local newspaper and local news, and get as much support as possible on the federal and state level.

Billie Jean’s parents, Mr. and Mrs. Bill Shaw, finance, Michael, and daughter, attended the banquet as her support.



Family and Consumer Sciences: Integrity Through Diversity

Submitted by Sandra McManamon

Nicholas Zimmerman is a Middle school FCS educator at Peter Muhlenberg Middle School in Woodstock, Virginia. Most recently, he was featured on the Rachael Ray show to advocate for FCS and to promote the essential life skills FCS classes teach.

In his presentation he asked, “Have you ever really thought, why do I do what I do? Have you considered how diversity and integrity impact your daily practice?” Diversity and integrity do not happen overnight. He shared how together we are connecting the words through passion in our daily practice. He showed some great pictures of traveling with his FCCLA club and talked about having an early passion for our subject area as a student.

One of the big takeaways from his presentation was his passion for life and for his students. He reminded us that the young people need us more than ever. Teaching FCS provides ways to connect more personally with students and help them navigate the challenges of living and working through problems. Building a community to be strong against inequities of our society gives hope and leadership skills; trials often helps the next generation to overcome adversity. I for one, felt more empowered to continue championing how important our profession is. Now in light of the COVID19 epidemic, working with my students to be creative and help them in their home environment, this is the ultimate testament to what we do as teachers. We teach the important stuff when it comes down to making food, helping with neighbors, practicing safe food handling, hand washing, etc. Kudos to all the helpers!



Fostering Great Ideas

David White is the “Chief Idea Officer” of this non-profit organization of Fostering Great Ideas (FGI). The mission of improving the lives of children as they struggle in foster care is paired with creative initiatives by mentors and the community. Children in foster care live life in limbo. They often are lacking in a place or time; they need to belong. Foster children often hold hands and bond together; they are thrown into a world of short-term relationships. They have no voice and rely on those who care for them to speak for them. They wonder, “Who am I? Who cares for me?” Small ones hold on to a toy or stuffed animal as the only familiar item they own. Stability is shaky, so smiles and laughter are rare.

“It was scary. I went to live with a family I didn’t know. I wanted my Mom. I felt alone, wondering why?”

There are about 4,500 children who fear not to be taken in. They wonder if they will be safe. Some have suffered negligence, physical abuse, mental abuse. It is understandable that they may be resentful, scared, and stressed. One-fourth of the children stay in foster care for 2-3 years; but because they have no sense of control, they suffer trauma, loss, and grief. Because they think no one thinks of them, they feel invisible. Many feel a sense of shame or inadequacy; others have not had closure after separation or loss of family, siblings, or home.



David White clearly described how his non-profit Benefits foster children and families. In anticipation of his coming, suitcases were collected and donated. Backpacks were also painted with designs and are seen here drying on the chair backs.

For more information, go to <https://fgi4kids.org/ideas/>

Purpose For children in foster care, loss, and trauma are substantial and uncertainty is real.

Our Approach Define problems, inspire others, deliver solutions.

Our Core Values

- **Dignity:** children in foster care need to know they matter.
- **Relationship:** healthy relationships are key to long term well-being.
- **Community:** reform is possible when caring individuals come together.

Can our communities change the status quo for these children? At FGI, we are with the children at every step in their journey through foster care. With our growing network of partners, donors, and volunteers, we restore a child’s sense of worth, build positive relationships, and develop an impressive community response. Initiatives?

Operation Bear Hug®—Donate bears for children when they experience the trauma of separation.

Making Memories®—Donate crafts for families trying to reconnect since about 50% go back to mom and dad.

Carry On®—Donate luggage for children moving from home to home.

Moms Matter®—Encourage birth moms to reach goals on their treatment plan.

Sib-Link®—Connect siblings who are in different foster placements.

Tutor Match™—Tutor children to bring them up to grade level.

Life Support®—Mentor youth to become confident, successful young adults.

College Fellows™—Finding necessary support for students who lived in foster care.

Foster Parent Workshops—Help foster parents navigate through stressful family situations.

Care2Foster®—Be inspired, learn, & become a foster parent.

S.O.A.P™—Launch or refresh faith-based foster ministries.

(S) Support— Develop a Foster Adopt Support Team whose sole purpose is significant support to the congregants who foster and adopt.

(O) Options— Once foster and adoptive parents feel congregant support that is ongoing and meaningful, others in the ministry will see the Spirit’s work and ask to serve. Provide a range of options.

(A) Awareness— Now, the ministry team has grown and each member has purpose and understanding. At this point, it is time to reach out to the broader congregation, making them aware of the need, so they can join the work.

(P) Perseverance— No time to relax. Moving folks from awareness with events and celebrations into a commitment to the ministry’s difficult work is a critical, all-encompassing task.

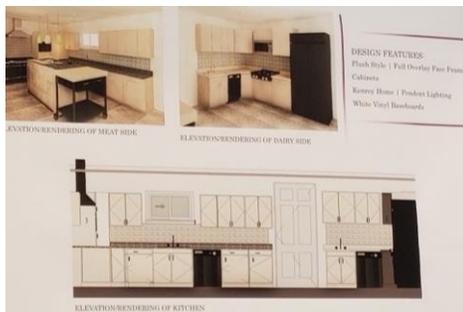
Touring the Interior Designer Division at Converse College

It may have been raining on the outside, but the light of minds at work and sunny dispositions were bright at Converse College. Dr. Susan Gunter, Associate Professor of Art Education, Department Chairman of Art and Design, and Coordinator of Art Education and Arts Management graciously provided a tour of the Art Department and Interior Design labs of Converse. The many displays and wall art were inspirational and brought back memories of each members' alma mater for college/university days. The students were researching and developing ideas for the design of a client's new workplace. The class was divided by teams to design specific rooms of the proposed building.

There was one major update that needs to be noted for all instructors and Family and Consumer Sciences professionals. At one time, designs were drafted and printed out on blueprints. However, that is no longer the case since the world is now digitalized. The terminology has changed from blueprints to architectural designs. Sometimes they are referred to as Construction Documents (CDs). Many firms use AIA Documents (American Institute of Architects Documents) to communicate plans between all parties involved in a project. It is fascinating to watch how the ancient and old designs and architecture is deftly incorporated and changed or stylized to fit into this current world's designs and needs. The basics of art have not changed, but the manner in which it can be used or incorporated has.



A display of corset designs



Professionalism: Get Involved

Presented by Dr. Ethel Jones

Dr. Ethel Jones, AAFCS Treasurer, addressed the membership to call for involvement. Professionalism unleashes Purpose, Potential, and Passion. She went on to explain:

One of the greatest tragedies in life is not death, but life without purpose. Purpose gives birth to responsibility, and responsibility makes demands on potential. Wealth is found in the cemetery. Buried beneath the soil are songs that never were sung, books that never were written, paintings that never filled a canvas, ideas that never became reality. Tragically, our graveyards are filled with potential that never was fulfilled. We grieve over wasted, broken, disoriented lives. In youth, they had dreams, desires, plans, and aspirations. But today they are lost in a maze of substance abuse, alcoholism, and purposelessness.

Only a small percentage of the 5 billion people on earth achieve a significant portion of their true potential. What is potential? Dormant ability. Untapped strength. Unused success. Hidden talents. Capped capability. Many do not understand the nature of the

potential principle: **Potential is not what you have done, but what you can do. Not what is, but what could be.**

There is a wealth of potential within each. But the decision must be made to deprive the world or bless it with the valuable, untapped resources locked away within. It is a hidden ability that needs to be cultivated. No potential exists for itself. The true measure of fulfilled potential is not what is accomplished, but who receives benefit from the accomplishment. Enrich and inspire the lives of others. Promote the values of FCS:

- Believe in the family as a fundamental unit of society.
- Embrace diversity and value all people.
- Support life-long learning and diverse scholarship.
- Exemplify integrity and ethical behavior.
- Seek new ideas and initiatives.
- Support professionals who work with individuals, families, and communities.



Challenges from generational diversity in the workplace and organizations often result in conflicts, lack of mutual understanding, different working styles, and communication gaps. Yet, each generation has distinctive traits with potential for using diversity for problem-solving, understanding different audiences, learning opportunities, mentoring. Having a multigenerational organization can be very beneficial when it comes to identifying potential solutions and new ways of addressing day-to-day issues. This age-diverse organization can teach each other new ways of approaching things and more efficient way to getting things done. A multigenerational organization is the perfect environment for mentoring. It helps individuals gain new skills and information but also improves how they work alongside each other. Each age group, each culture, and each diverse group within FCS can:

- Adapt Recruiting Strategies
- Avoid making age-based assumptions and stereotyping
- Listen to members and find out what they want
- Adopt varying communication styles feedback
- Assemble age-diverse teams for projects

If each professional will initiate their potential to work with others, together we can and need to make a difference.

South Carolina Association of Family and Consumer Sciences Financial Report

INCOME			
	Total Economy Checking Funds		\$14,282.28
	Total Invested in CDs		\$10,142.45
Total in Checking Account and Invested			\$24,424.73
Salley P. Musser Student Education Program Fund			\$ 1,754.44
Helen A. Loftis Charitable TUW			\$210,779.39
Respectfully submitted by Dr. Zoraida Harley			
Vice President for Finance / February 20, 2020			



CONNECTING PROFESSIONALS. TOUCHING LIVES.

SCAFCS Calendar of Events

- November 1** Check for information about AAFCS Apparel Showcase rules and deadlines at <https://www.aafcs.org/ac2020/vcsessions-schedule/vcsessions-atd>
- Also check about the Home Baking Educator Award at <http://www.homebaking.org/foreducators/educatoraward.html>
- Partnership for Food Safety Education
<https://www.fightbac.org/recipecontest/>
- December 3** Log in November and make plans for FCS Day, Dine-in activities
<https://www.aafcs.org/fcsday/home>
- February 18-19, 2021** SCAFCS Conference scheduled to be held in Columbia, SC Embassy Suites Greystone / More information in Nov. 1 Newsletter online, www.scafcs.org
- June 25-27, 2021** AAFCS Conference at Minneapolis, MN / www.aafcs.org

The *SCAFCS Newsletter* is the monthly newsletter for members of the South Carolina Affiliate of the American Association of Family & Consumer Sciences (AAFCS). Photos and articles from and about members are welcome.

Editor
Anna Sumabat Turner

AAFCS is the only professional association that provides leadership and support to family and consumer sciences students and professionals from both multiple practice settings and content areas.