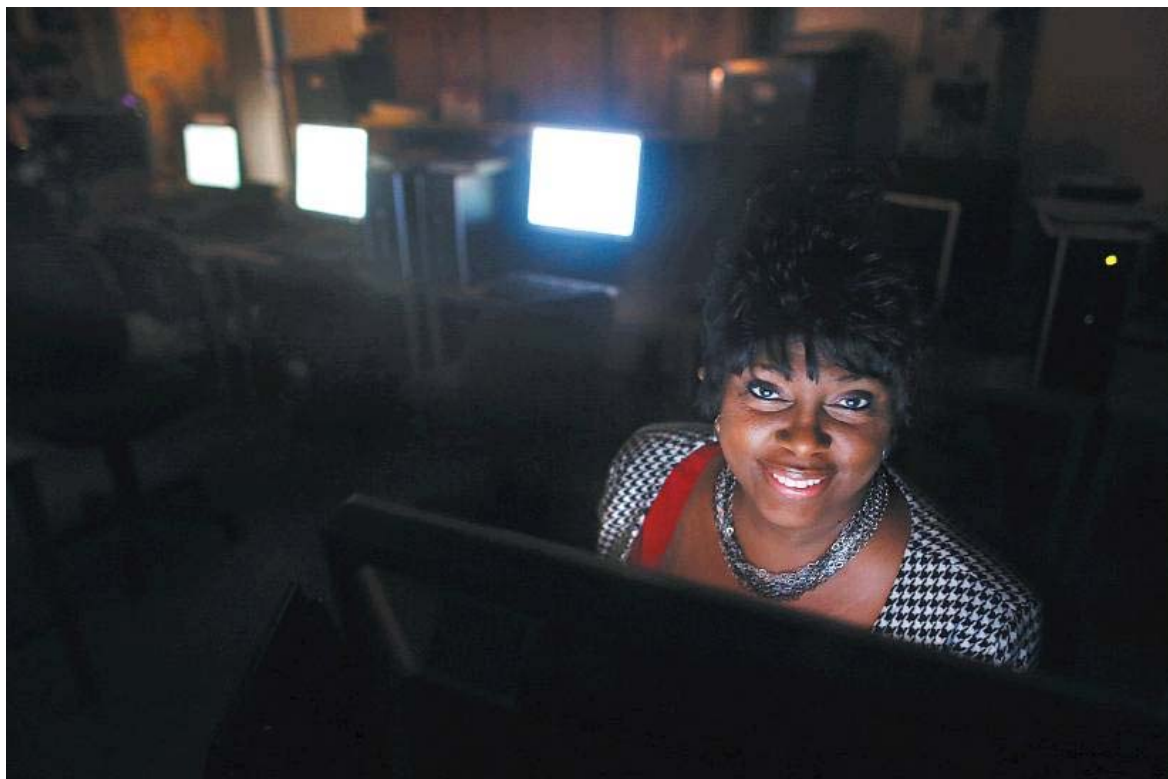


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at work with ...

Lisa Williams

Chairwoman, career and technology department, Lake Taylor High School, Norfolk



ROSS TAYLOR | THE VIRGINIAN-PILOT

THIS IS MY SECOND FULL YEAR of teaching economics and personal finance. It's a state-mandated course. I love it. I have two sections. If I could teach every section of economics and personal finance, I would.

Next year, we'll probably add two to three sections because we have to make sure that every ninth-grader who started last year has the opportunity to take the course. We try to get them when they're in the 10th, 11th, 12th grades because the later they take it, the more applicable it will be toward their real-

your money on.

For example, when school is starting and they're going to the store to buy new school clothes, I say, "What if you just step back from the picture and say, 'Well, don't buy me three pairs of tennis

THE WILLIAMS FILE

Residence: Norfolk

Personal: Single

Education: Maury High School in Norfolk, bachelor's degree from Norfolk State University in business administration

Experience: 20 years teaching, five in Dare County, N.C., 15 in Norfolk

Hobbies: Cooking Italian, Asian and seafood dishes

Best consumer decision in past year: Refinancing her mortgage so she could increase her savings

two or three pairs of tennis shoes. At that point, it just might not be a situation where it fits into your budget.

In April, we'll start consumer spending. We do a lot of comparisons. We do food comparisons. We do clothing comparisons. We do taste tests to see, are you really tasting the difference between the brand name and the generic? A lot of times you can't taste the difference, so why pay the difference?

When we do career research, everybody has to pick a career. You have to find a residence. You have to get an automobile. You have to pretty much make a budget of everything that's going on. That light bulb goes off. "I have to spend how much per month?"

know. I went to the store recently. I made a purchase of some food, and the food was not satisfactory. So I called back the store and I let them know. They were very considerate. I brought it back. I had my receipt.

And I told the kids, that's what you do. You call the establishment. Don't wait. You tell them you are dissatisfied with what you purchased, and then you go and reconcile it.

Sometimes they don't want to do it. "Oh, Ms. Williams, it's just a couple of dollars." "Oh, it's not a big deal."

And I tell them, it is a big deal because it's *your* money. You need to be accountable for every dollar you take in and give out. We want you to be better off

THIS IS MY SECOND FULL YEAR of teaching economics and personal finance. It's a state-mandated course. I love it. I have two sections. If I could

Basically, what we're trying to do is to make sure each child understands how money works, how to manage their money, how to make more money and keep it.

At this time, I'm teaching insurance. Of course, they know they have to have auto insurance. They need to understand that disability might come into your life. Homeowners or rent-

ers – that's important. You need health insurance. Although we have Obamacare, everybody does not fit into that criteria.

They are blindsided. "You mean to tell me that all of that goes into insurance?" They need to know what's out there and how to apply.

One of my goals is to make sure they go home and talk to their parents.

A lot of what I hear is, the parents feel it's not their responsibility to talk to them about the money management of the household.

OK. I understand the parents might not want to disclose all of the figures. But talk to them about insurance. When you're doing the budget, at least show them the categories of what you're spending

your money on.

For example, when school is starting and they're going to the store to buy new school clothes, I say, "What if you just step back from the picture and say, 'Well, don't buy me three pairs of tennis shoes,' " especially when tennis shoes range anywhere from \$80 to \$150. Just get one pair.

I want them to see you don't have to always have

two or three pairs of tennis shoes. At that point, it just might not be a situation where it fits into your budget.

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When we do career research, everybody has to pick a career. You have to find a residence. You have to get an automobile. You have to pretty much make a budget of everything that's going on. That light bulb goes off. "I have to spend how much per month?" They want to grow up so fast, but these are the responsibilities of an adult.

I tell them, when you receive bad business, you have to let the business

know. I went to the store recently. I made a purchase of some food, and the food was not satisfactory. So I called back the store and I let them know. They were very considerate. I brought it back. I had my receipt.

And I told the kids, that's what you do. You call the establishment. Don't wait. You tell them you are dissatisfied with what you purchased, and then you go and reconcile it.

Sometimes they don't want to do it. "Oh, Ms. Williams, it's just a couple of dollars." "Oh, it's not a big deal."

And I tell them, it is a big deal because it's *your* money. You need to be accountable for every dollar you take in and give out. We want you to be better off than your parents. That's the whole premise of what I'm teaching.

– As told to Pilot writer
Philip Walzer