

## Dr Kate Storey - Transcript

[00:00:00] The intersection education podcast. schools are the place where different institutions services and societal influences meet. In other words there at the intersection of children's lives in the intersection education podcast. We speak with insiders and Outsiders of the education world to try to gain new insight and improve our schools.

Hello and welcome to this edition of the intersection education podcast. I'm your host Corey Haley my conversation today is with dr. Kate story assistant professor in the School of Public Health at the University of Alberta. The main focus of our research is how to improve the overall health of [00:01:00] families and communities and she tries to ascertain the interventions that have the best chance of positive outcomes for.

She often works with schools and has seen some work that is having a big impact on lives of students. If you want to know what she's kind of about here are the names of two articles that she's co-written and I think they really speak about her involvement in schools. The first one is understanding the essential conditions of successful implementation of comprehensive school health to change Health behaviors and shift the school culture quite the mouth.

And the second one is called implementing comprehensive school health in Alberta Canada. The principal's role. If you've ever asked yourself how you might have an impact on the health of your students. I think you're in for some great ideas from dr. Kate story today. Now, if you like what you're hearing connect with us at intersection education.

You can go to our website [intersectioneducation.com](http://intersectioneducation.com) follow us on Twitter at intersection Ed and are even on. [00:02:00] We really appreciate it when you read us on iTunes and leave a review. Here's my conversation with. Dr. Kate story.

Doctor kids story welcome so much to the intersection education podcast. How are you today? I'm doing great. How are you? I am wonderful. I want to thank you so much for joining us. Let's get right into it. I know that one of the areas of focus in your work because you've got quite a few school health and that you have worked I'd say extensively with schools.

It's kind of a big question to start off with but when you look at your work and you look at how that comes and plays it in schools. What are some of the biggest lessons that you have learned? In relation to supporting healthy students at school. So I would say the biggest lesson is that it truly takes a village and I know that we say that with a lot of things that we do I have two small kids [00:03:00] myself and it certainly takes a village with them but healthy kids and healthy schools.

Absolutely a hundred percent takes a village and when I say the village, it's not just the kids in the school. And the teachers and the staff and the administrators, but it's the whole Community surrounding that school. Whatever that Community might look like. So be it the physical space around the community or the social community so I know schools have.

Changed in terms of you know, not every kid goes to a school that they can walk to so it's not always that physical Community but that's social community of how can we all support healthy kids and healthy schools and it truly does take a village. So I would say that that that's a huge lesson learned.

I would also say that, you know healthy kids learn better. And so it's taken us a while to get to that point of realizing that of you know, Lifestyles have changed are you know the family units look different people are always say busy as the New [00:04:00] Black fine as a new okay, you know that type of thing, but but really life, you know people's lives have really really changed become complicated and more complex.

And so. You know that makes things often a bit more a bit more challenging and so knowing that healthy kids learn better and that yes, our lifestyles have changed but we can support kids by Leading healthier lives is a pretty you know, big big lesson. I would also say that, you know, I. I move fast often.

I am a runner and a cyclist. I like to you know, sometimes I people always joke, you know going out of the photocopy room. I'm always I'm always running but I heard it a conference, you know that we need to look more to slow research and slow science. And so I think that that's also been another huge lesson for me is that this work takes time.

It's not going to happen overnight and I've always known that it's. Giving [00:05:00] yourself a moment to pause and think man baby steps are important and celebrating those small successes. I like to celebrate things. I like to have fun. And so, you know celebrating those those small wins that are actually big wins is another is another thing and so that's cool research though science, but also looking towards.

You know when we're working with schools celebrating the the baby steps. There's a lot of other a lot of other Lessons Learned I would say that for me. I'm always surprised and for me, this is a big passion and has driven a lot of my more recent work. And as always you're in my work, but it's become a huge Focus for me is really prioritizing the youth voice.

And so I think that sometimes we forget that you have opinions about. You know how to be healthy kids and healthy schools and any educator knows that we all know that [00:06:00] but we often just think it's too hard to involve kids and making these choices and so really prioritizing that youth voice has been a really big Focus for me and a really, you know, I'm never I always say this I'm you know, both never.

Surprised it when you speak, but also always surprised and just amazed right you get you get youth. Ask them a question. What do you see in the future? And you just you just if you just step back and listen it? Unbelievable the power of that voice especially with the change generation coming up I would say so those are some of the big lessons that I've learned and also another another thing that I always talk about is that this is not a binder.

This is not a binder program. I can't just give you a binder to say here's how to create a healthy school. You know, where here's how to create a healthy school Community. There is no manual for this every school. Is [00:07:00] unique and we need to value that autonomy and we need to focus on strengths of school communities and not deficits and there is no one-size-fits-all binder where I can hand a binder to a school community and say here are step one step two step three.

And so I know that that's a lot of answers. But those are my those have been my aha's over the years, you know of looking at this work a bit more holistically. So now. You might have mentioned this also. Sorry already when you're when you were talking about it takes a village to create healthy students.

But why do you choose to study the concept of health and healthy healthy children in schools? What it's what is it about the venue of school. Is it just because that's where they're at is there other added elements that make it interesting for you to study this? So I love kids at kids energized me.

I always say that I'm a middle-aged child [00:08:00] myself, essentially, but I find that they're you know schools. I was raised by my mom was an educator. I spent lots of time in schools and I you know as a professor. I'm also an educator, but I find in terms of schools. It is a really unique environment where not only is teaching and learning happening.

But there's the ability to role model and look to the larger environment. So yes kids are there for sure, but it's there's an energy about schools and there's an opportunity with schools to really work with kids in a social and a physical environment. There's also rules and policies and so you have this this environment that can be.

You know looked at more holistically than just the teaching and learning that's absolutely happening. But we're kids can see you know Health role model. They can see that role modeled in interactions amongst [00:09:00] peers amongst Educators and teachers. They can see that role model in terms of the physical environment where they're seeing that demonstrated of what a healthy school Community from a physical environment looks like as well as healthy school policy and so it is a really.

Unique place and there is an energy about kids in schools. And so for me that that's driven a lot of the work but also I think being able to impact those multiple environmental levels is also super rewarding for me to be able to do that especially because I don't believe that this is an individual level problem.

I don't think that this is just simply, you know, eat healthy move more type of thing where we're focusing on the individual. I think that we. We historically spent way too much time victim-blaming of saying, you know, people should know what to do if they just healthy. We're more active but we know that it's the environments that shape and provide context for what we do and so [00:10:00] being able to show that two kids and say this isn't we don't want to victim blame.

We don't want to focus on deficits. Let's focus on strengths and let's focus on more of that bigger picture environment. Yeah now, Now you said that there's no binder. You said that each School Community is different, but I'm sure that you see some things that have a higher rate of success or you see some things you believe.

The research is edging you towards saying Hey try this out because we think it's going to work for a large number of kids or for maybe that a population of kids that are hard to reach in terms of health. What would you some of those big hitters are what are some of this maybe. Small but big things that schools can actually be doing realizing that this is not every single school is going to be exactly the same.

It is not a binder. There is no program. Yes, so I mean interestingly enough a lot of my work over the last 10 years has been focused on trying to [00:11:00] understand the essential conditions for creating healthy school communities. So this is what I've been trying to do without focusing on a binder and so we looked to evidence that we had been generating qualitatively so collecting and generating stories across all sorts of different partners, so.

Teachers School staff administrators, you know superintendents all sorts of different people involved in this to say across all these different partners regardless of what the widget was that you were trying to implement or create in your school Community. What was consistent so you decided that you wanted to have.

You know a healthy snack program or you wanted to have an after-school running program what made those types of things work? And so we did learn a lot but we've called them the essential conditions and we've since actually interviewed individuals and every Province and territory over the last year to [00:12:00] see if they held True Cross Canada and so we learn.

A lot one of the summer I won't go through all of them and they're certainly available online and publicly but you know student voice came out super strong. So listening to what the kids are interested and want regardless of what you're trying to do in your school Community because the reality is if they're not bought into it.

It's not going to happen the other cool learning that we learn about student voice is not just listening to the student voice. But if they're engaged in it, they are actually the drivers of change amongst their peers. Their family and their community. So it used to be that we spend a lot of time creating newsletters to send home to parents of say, you know have a healthy recipe.

Here's the here's the healthy recipe or here's what you can do in your home and we weren't seeing a lot of change and again that goes back to the fact that. Our lives and modern society has changed. I'm super engaged in this [00:13:00] work and yet if I get a letter home from my daughter's school, sometimes I just can't get to it.

I just can't get it done. And I you know, and it's and it's not that I don't want to it's just that there's a million and a half other things going on. And so we have to realize that that's happening to everyone everywhere. But if my daughter comes home and says, she's super

excited about something from school or you know, To try a recipe then I'm probably going to be more likely to do it.

So we actually have been seen that students are driving the change in their home environment. They're pushing for purchasing. Healthier food options to have say a rainbow lunch, they're encouraging their brothers and sisters to you know, put down the video game and say, you know, I know you played basketball for 10 minutes, but actually this is you know, you should be doing more or have you thought about drinking more milk or did you know how important sleep was it for everything else?

So they're actually saying that to their older siblings and then if we can [00:14:00] support the students and the families with those other resources that the parent can then say. Oh, yeah, I saw that in the newsletter and you know, and then there's you know healthy affordable things that are provided provided that way so that's been a huge learning because prior to this work there has been some work in the education area, but we didn't see a lot of the change being driven.

By students that were School learned Health behaviors prior to say reduce reuse recycle, tobacco cessation and seat belt you so we did see it in those more kind of environmental things but not in terms of nutrition physical activity positive social environments and sleep. And so that's been a huge learning and one of the essential conditions.

So again student voice another, you know, big factor is administrator as well as District level support and not passive support. But active support, so even in the presence of a champion in the school Community, which could be a parent a teacher or someone [00:15:00] else if the school principal was not on board.

It wasn't really going to move and so actively onboard role modeling healthy behaviors. And then for the administrators of the principles in the schools, they also needed their school district to be supported so that they felt like they could prioritize the time required towards creating healthy school communities.

So that was another another huge lesson learn certainly Community Support was there. And there's a whole host of other essential conditions, but I kind of picked to that. I thought you know say something quite new because it used to be if you have a champion in the school Community, then it's no problem.

Now. It's no your superintendent needs to be on board School level autonomy was another huge one. So we learned from this work that you can't have a binder because a binder doesn't build on the strengths and the successes of school communities it really, you know, it might be an effective program based on say original.

[00:16:00] Control trial but then you get into the realities of what we could call a real Community trial or that type of RCT and forcing a school into working one way doesn't celebrate, you know, the unique culture of that school Community as well as the strength of

that school community. So really focusing on that school level autonomy was was hugely important and recognizing schools have felt that that's been really important for them and saying, Yeah, we're not a binder binders don't work.

I get a binder I put on my shelf and then I never use it. This is real life and we need to build on our strengths and assets. Oh. Those are trees there. There's there's more but those are kind of the sub not the top three, but three of them that kind of hit home for a lot of people so, you know, it sounds like what you're seeing.

It really works with what we had talked about what we've been talking a lot about in this podcast and that's that, you know, the role of the teacher in the role of a leader is to have a relationship with their community and to really know their community and [00:17:00] then to be able to with that knowledge say hey my students are interested in this here.

Strengths let's build on those or leverage those to work on some of these other things around increasing the you know, that the things they're the outcomes Health outcomes that we have or maybe the nutritional outcomes you have again, it also sounds like the successful schools didn't have one focus.

It was far-ranging and whatever they kind of needed to work on. That's where they went. Would you agree with that? Absolutely, and I think I mean another essential condition that came out was the use of evidence so local school level evidence. And so you can only really build on your strengths if you know what they are.

And so looking to whatever that is. Yes, it could be research or it can be valuation or it can be school up. There's a lot of evidence locally that's out there at each school. That schools can have access to to say. Oh, you know this has been a challenge for us. How can we work either [00:18:00] towards improving that or we really we really succeeded with this type of approach based on our local evidence and so absolutely evidence is important and that's also been really helpful for school communities because we also know that.

Not everyone is on board with a lot of this work. And so having that evidence to stand behind has been hugely important. So we've had principles say to us, you know, I know that I need to role model. I know that I need to be actively involved in this but if I'm going to put myself out there, I know that I might get that one or three percent of my office that says School nutrition policy.

No, we're not on board with this. We are not you know, like this parent Community is not and that the principal can say actually based on a survey to 97 percent of parents are supportive of this and so you can stand behind that local evidence to not feel like, you know, you're constantly on the defensive about creating helping School community.

So it's helpful from all different levels. And [00:19:00] that's exactly what's going to ask you. I was going to ask you what are some of the evidence tools that you've seen some of the schools use you mentioned. Survey, is there some other interesting tools that you've seen schools

leverage? Yes. I mean one tool that's been often used is called the healthy school planner The Joint starting preschool Health has created it.

There's also all sorts of you know, I know people are listening to this from across Canada. I would say look to your school board as well. As you know, provincial assessments. There's a lot of. Tools that have been used across Canada that schools have access to that data, you know, there's also you can create you know, I know principals and teachers are often, you know doing their own surveys of parents, but just, you know adding questions or are looking to what you can add to understand kind of that landscape of your school Community, but I would say ask first I'm not aware of absolutely everything across Canada is being used.

I just know that the [00:20:00] last thing we want to do is overburdened. Wells by introducing more surveys are more tools and so see what's already available and out there or if that's something can be modified so I know you know in various provinces there's often District level or School level surveys that are going out by government and so, you know partnering and seeing of questions we added is always is always possibility so.

I have an interesting question for you. One thing that we often hear from students. But you know what we hear from teachers to is that they know what's healthy. They know absolutely the right things to be doing. In fact most of the times they know all the things that they're doing wrong. But they just can't make the change you have any tips for helping with this problem whether it be and like I said, I think it's Universal.

I think that we hear that from our students as well as from teachers and staff and yeah and everything like that anything you've seen or any maybe personal tips. So this is this goes back to the point of why I like working in schools and that we [00:21:00] have done such a good job of blaming the individual over, you know several, you know historically but it isn't.

Every people and you said people know what to do. We did some work with high school kids and I remember reading the interview transcript saying oh my goodness their concept of what healthy quote-unquote is. Is so complicated that I could never you know, what do I we feel bad about ourselves? You know, it was like I need to sleep this many hours every night.

I should never eat junk. I need to exercise daily. I need to recycle I need to do yoga like it was ten things that just no human was capable of doing on a daily basis and then they felt guilty about it. So I think that we need to First realize that yes, we have a lot of information in our disposal people tend to know.

What's healthy and what's not and this comes back to the concept of our environment. Our environment is not supportive or conducive to living a healthy lifestyle. And so this is why I am so [00:22:00] passionate about creating healthy school community. So healthy schools within Healthy Communities that are supportive.

Of living, you know, it's a healthy way. And so there's a variety of things that we can do, you know role modeling healthy language. So even like role modeling healthy sleep Talk Amongst

ourselves that our Educators teachers of saying as opposed to saying, oh, I'm so busy. I'm so tired. I only slept this much last night.

You know that. It doesn't exactly create an environment conducive to supporting students and wanting to have you know, healthier sleep habits. Also looking to this was that's more on the social environment, but the physical environment is really important. And so this is where you know having options for being Physically Active for eating healthy in our school communities is so important because when you're faced with different choices, the healthy choice is not always the easy choice to make especially when.

10 or 12, you [00:23:00] know or 15 or 40 right? It's just it's not and so, you know Finding ways for the school to potentially have say A nutrition policy or provincial nutrition policies for school. So, you know, we have guidelines and Alberta, but you know looking to policy there also physical activity policy.

So we do have the daily physical activity policy, but how can we look to support? Active commuting. So are we supportive of that for our school communities? Do we have programs in place to allow for that? And really again looking at those bigger environments again to see how can we if we want to make the Healthy Choice the Easy Choice, what does that require?

And so, you know having sometimes you know having having water bottles available to drink water as opposed to other types of beverages, you know, I know another one France and other places looking to get rid of smartphones in classrooms, so that students can be more engaged and and [00:24:00] not as worried about some of those.

So factors that can sometimes prevent learning. So it all comes back to creating healthy environments and the fact that it is this is not this shouldn't be about individuals. This should be about. Yeah, looking a bit more holistically and we call the socio-ecological model but that is tremendously important and it allows people to just honor what they're feeling and saying, you know, I know this but it's hard right and recognizing that individual Behavior change is very very hard, especially in today's society.

And so giving yourself a bit of a break is also quite helpful. Absolutely, Mal about the small tiny little change and make a series of small changes you get big results. I want to move into some ideas a little bit more generally about education and you reference the point that you work in schools a lot.

I mean you [00:25:00] are you are a teacher at a university. I'd like to know is there something about learning or education that you believe to be true that most people are at least a large percentage of people would disagree with you about so I mean, I. I would say again. I'm coming more from a health perspective.

And so, you know looking at some of these questions and I am an educator University, but I'm not an educator in schools with younger children. And so I it is a very different environment and



so I will provide that as kind of a backdrop. I would say that we're now getting. What I want to say, I don't think I'll believe to be true.

But I'd say that we often still here. It is that you know schools shouldn't be in the business of creating health school Community where the business and education and so I think one thing that's helped education and health. Talk to each other bit more as the concept that healthy kids learn better and people are starting to realize that any you know, I [00:26:00] again, I'm not an educator in a classroom with younger kids, but I am even you know with with students in graduate school.

But if I when I talked to Educators that are working with younger kids. He asked them does it does it a student that's fed. Lured better does a student that hasn't had too much caffeine learn better does a student that's moved around and had some physical activity learn better. This is a student that has spent time outside learn better and they all say yes, you know take a student that hasn't been outside.

Hasn't had a meal hasn't had any physical activity haven't slept and it's pretty hard to teach those kids. And so I think the more we recognize that. If we look at a full child, it's not just about teaching and learning this but everything that's going on in their lives and teachers know that they always have and so I think that first of all that recognition that healthy kids learn better than it is in our best [00:27:00] interest to help create that.

Healthy school Community, but I think also one thing that we haven't done as well as trying to make it so that this isn't an add-on and I think people are starting to believe that if if we if we can set up the creation of healthy school community. So that actually makes a super busy teachers job easier and then it's not an add-on and one more thing asked of a teacher that is tremendously important, and I don't think.

We're always doing that and I think we could do a better job of that. But I think we're getting there figuring out how things are integrated already into curriculum. That's awesome. I love that recognition of the fact that we can't just keep doing more at one point. We need to have techniques that are going to be equally effective within the same amount of time.

So that's great. Absolutely cash kind of shows that you've been working in schools, I think. Now when you think of the term now I have to kind of versions [00:28:00] of this question and I'm getting away from this concept of Master teacher because I think that that's kind of set and what I'd rather speak to you about is is learning environments if you think about the best learning environment and that includes what's around that includes the people who are leading it or not leading it how they're leading it if you think about all the activities that go into that.

This can be both for yourself personally or this could be what you've seen what have you seen to be the best learning environments and how do we create them? Oh, man. So again, I come at this from a very the learning environments that I set up for my students are very different. And

so I feel somewhat uncomfortable say what's the best learning environment insane Elementary secondary?

But I think it comes back to kind of one of my mantras is that any fool can know the point is to understand that's from Einstein and so truly understanding [00:29:00] you talk to teachers and Educators every class. Every year is different, you know, every group of students there's a dynamic and so not just knowing something but really trying to understand the students and understand.

The setting and understand the environment of what's best that year isn't always going to be best the next year. And so I think that that pausing and being able to understand kind of the context is super important. So I'm big on context. So what's context I mean, I will say that for me when I'm teaching, you know light I've taught in classrooms that are have no light or no exposure to light.

And again, it's just it's a three-hour session. But you know if students didn't have exposure to light at all day, you know, I found that the energy levels are super low and so finding ways to integrate movement for me is key in my classroom exposure to light, you know [00:30:00] different. Abilities for kids to move.

So we're not trying to engineer the play out of them. So I know we've been talking to my daughter. They have some with wobbly stools and she's a lot like me. She likes the wobbly still way better than you know, structured stool or structured chair so I but again that depends on on the class. So some classes are different than others and I certainly see that.

When I'm teaching and being able to constantly read the room to create it and create a safe space. So I think that's the other thing for me is creating working with grad students. It's always about creating a safe environment to learn and that looks different all the time. But being open to change for me is really important.

So I might have to shift gears on a moment's notice but. And also, you know, I always say that life happens and life happens to me as well as with my students and so being able to recognize that and telling them that but that's okay gives them sometimes permission to learn and [00:31:00] to understand and not just know as well as for myself.

So yeah, those are great ones. Thanks. Um, Do you have a favorite failure or a favorite success that helped you learn an important lesson something that you have experienced or lived and you look back and say ho yeah. Yeah. I learned a lot out of that. I would say that over time. You know sometimes I don't know.

I think I think that reflection is important. So, you know reflecting on this question as well as reflection. Sometimes I'll look back and I'll think how did I not know that before like, how did I not see that? And so I think that in many ways I move both faster and slower now, but having

you know having moments to just pause and just say I didn't see that because I just couldn't at that point and that's okay and I'm only one person and certainly I have a.

Team and and everyone's fabulous and wonderful, but you can only [00:32:00] you know, you can only do so much and so sometimes we take on this work and we think you know, you want to see change happen past and you want to say how did I not see that or how did I not notice that or how did I not think about that?

And so for me it's both a lesson about the success of potentially failure that the success is that give you myself time for reflection and thought allows me to see what maybe I didn't do as well. But also allows me to remind myself that you know. Changes slow that that those small successes are worth celebrating and that this is a journey and so, you know, I think that I'm always reminding myself that it's not just you know that the journey is just as important as the destination and so really trying to enjoy those bumps in the road as we as we move through things and recognizing I think.

For me you're going to [00:33:00] have bumps in the road and just you know, as opposed to dreading them. Just looking forward to understanding what they are and that Journey. That's that's creating that speaks to your your point that you mentioned earlier that the that sometimes the change process is slow.

Sometimes getting people involved in healthier is slow and I kind of interpreted that as we don't have to win today exactly cat or maybe the wind in quotation marks. The wind can be can be a small win today. Yeah. I have a couple quick answered questions. Do you have a. App website or other media that you either use personally or that you refer maybe some of your clients or students, too.

You know, I was thinking about this because I saw that. But I do so I'm I'm not on Twitter and I'm not on Facebook. I probably should have a favorite app website or other [00:34:00] media. I'm in the process of creating a website for my research group. So maybe that will be one of my favorite ones. I mean, I would say that.

I've come to enjoy YouTube and the ability to share things in terms of creation of videos. I think has become something that I'm looking to do more up. So celebrating success stories through videos and highlighting student voice. I would like to do more of that in the future and it certainly I'm planning on doing more of that and I think YouTube or whatever, you know creating videos that you can put on YouTube as Ben has worked quite well for some of our projects.

And so yeah, I don't know that that's a favorite or if I'm answering your question and it's maybe not a quick hair. But yeah, I don't know what I have one favorite. That's right. That's okay. Is there a book that you quote refer to have marked up or kind of giveaway? Oh man. Now you're getting into a question.

So I'm from from [00:35:00] a work perspective thinking qualitatively all my grad students. That's the course that I teach the qualitative methods course, that book is probably the most markup, but it's the textbook I used to teach but from a fun side of things. I would say the book that I've gifted most recently a lot is called fact fulness by Hans.

And it really you know, I think in society they sometimes we look at all the negatives that are happening but this actually provides a little bit of Hope of you know, we've actually come a long way in the in the world The Great Gatsby K is a huge favorite of mine. So I often gift that so I think going back to some old classics is is amazing and then recently the book another book that I've been recommending to people that's interesting to me.

Is called hillbilly elegy by JD that's and that I really enjoy reading that book and provides kind of an understanding of. [00:36:00] Much of our current political context. I feel like in the world right now. So but those are just those that's what initially can combine that's great. There's a lot of books for different cases.

I often joke that this is sometimes the hardest question because people love to read and they just yeah de to limit it to just a few is. Well, then, I mean that I have series of books of nighttime stories for Rebel girls. That's what so my daughter and I pick one of those out every night and then I really like that from a kid's perspective.

We've been spending a lot of time reading a to twist scientist because the apple does not fall far fall far from the tree with my kids. And so all of the wives of the world for a to twist scientists is that is a big one. But yeah, so those are that's that's more of the kid go mainland. Rebel girls neighbors with scientist.

Is there one thing that you do or maybe a few things that you do every day that helps you to be well and healthy. [00:37:00] Yes, absolutely. So I cycle to work so that is amazing for me. I haven't been able to year on the five-year-old and and they are amazing. But sometimes mornings can you know be a bit hectic and I want to be able to get to work and have kind of a clear mind.

So happy on my bike and being in the river valley is just an amazing way to both start and end the day from a clarity. I also often run most days. So that's more of I would say the Viking is more of kind of a mindfulness and Clarity and and the running is more of a stress relief for me. So that's one thing at sitting down at the table and we try so our kids are little so they're not in programs right now, but every night having dinner at the dining room table if we can and we usually can because again, they're small right now, but that.

That's really important. I love cooking. So I love to cook. I love spending time cooking. And [00:38:00] so cooking with my kids at the end of the day and then sitting down at the table is also helps me. Yeah, I mean those are kind of those are those would be the main things but have spending time outside just you know, after dinner little park out front right around climbing trees.

Just yeah. So those are reading yeah, lots of things. It could be short term or could be long-term this next question. Is there an organization or a person who really inspires you? I would say that there are a lot of organizations and people that inspire me for different reasons. So I looked at this and I thought I can't just pick one.

I would say youth constantly inspire me, and I don't say that lightly. I know people often say that but. You know, if you take a moment to just sit back and ask question [00:39:00] even sometimes I'm surprised by my two-year-old answers to things, you know, and that's can be inspiring my five-year-old.

It just provides complete Clarity. But yeah, really genuinely being interested in what? A student orally or you know a younger person thinks about something that's affecting them, you know and just recognize it and say you not to them realizing in my worker and other situations of but if we take work, for example, we're trying to create healthy school communities.

You know, what makes you like what gives for you what gets you fired up, you know create a healthy school community and what they say if they feel like you're genuinely listening to them is pretty amazing. So I would say that yeah. You you know inspire me. So yeah, let's talk about what's next for you.

What are some of the questions or studies you're looking at conducting? What can we maybe look for to you in the coming months and years [00:40:00] around maybe Health in schools. And yeah, so I mean, I would say that we're from a from a very much a work perspective within looking at the essential conditions were looking at trying to.

Indicators for those and that's come very strongly from school communities and from National organizations. And so looking to create those indicators and figuring out how this could be used as a resource to support School communities because it is the number one question that I get. Okay, if it's not a binder then tell me how to do it because I don't know how so that's something that's definitely coming up next.

I think that goes across all different. You know projects that I'm working with so I work with a number of different projects and programs. And so I think that that's you know, many ways a common theme and then just you know figuring out how we can do a better job of connecting all the different pieces.

And so I think that you know, there's a [00:41:00] lot of we always say there's a lot of pockets of Brilliance out there and so I work. Certainly with in Alberta, but across Canada as well, you know with with schools as well as your sections with provincial organizations with national organizations. And so I think that for me.

Really figuring out how to how to align that and share those stories and that in a purposeful and meaningful way is another big thing for me. So let's say people are wanting to connect with you

follow along with your work. I heard that the website isn't quite there yet. But what might be some of the ways that they could they could reach out to your just follow along.

Yes. The best way would be my email address at this point, which is. KT e dot story sto re y @u Alberta got CA I will have a website pretty shortly in the new year. And so that will be another place where I'm hoping to kind of put everything up there [00:42:00] where people can access but you know for now email and then website to come I'm not sure what the address will be.

But we're looking at options right now. So I always say the wrong thing and go to some other other Kate stories website. Yeah, that's great. No, I want to thank you. Much dr. Story lot of great takeaways and and I really think that we're going to have an impact on student health and people are gonna be able to walk away and say hey I can do that and I've heard from you.

It's listening to our school Community listening to our students and start in small. So thank you so much. Thank you enroll on keep role model. Thank you for having me and yeah, it was great. It's fun. Thanks for listening to this episode of the intersection education podcast before you go. I'd like to recognize that the land where this interview took place is a sacred place that has a long history of human existence.

This land is helped people like the Kree [00:43:00] Salto mr. Tapie or Blackfoot metis and Dakota Sioux Live Well for thousands of years, let us continue to live well and respect this land.