

Episode 9 Critical Math Drop

Transcribed with Otter.ai apologies for mistakes.

Michelle 00:02

We of course feel the need to address the crisis and genocide in Palestine, and stand with the millions of citizens of the world calling for a ceasefire. We condemn the murders of Israelis and Palestinians and condemn the genocide currently happening in Palestine. We condemn anti semitism and Islamophobia. And we condemn the apartheid state that the Israeli government has brutally enforced for the last 75 years.

Kari 00:44

We are still learning about this history. And as you know, with our podcast, we are open and honest with our current thinking, which, as you've noticed, it's fluid and it's constantly evolving as we continue to learn like all people do. We believe all humans have the right to live free and safe. And we will continue to strive for peace and justice in the world. Hi, everybody, and welcome to episode 9 of the Critical Math Drop Podcast with your favorite math teachers, Kari Kokka and.

Michelle 01:29

Michelle Cody. Hi, hey, yo. Okay, so if our podcast was like in yours, we would be a fourth grader.

Kari 01:42

Oh, yes, yes. Okay,

Michelle 01:44

so we're out here. We're out here.

Kari 01:46

We're in fourth grade. Oh, I miss Elementary School.

Michelle 01:50

Before we get started, for this podcast, we want to take a moment to do some shout outs. So I don't know if you remember this, Kari. But I made a prediction that we were going to hit 100. Or you were going to and I like throughout this number that wasn't true. And Winner winner chicken dinner. We made it we have over 100. That's right, over 100 subscribers out here. That's the equivalent to about how many kids I teach every week. So hello, I'm excited. And many of our listeners are listening in our cars on their lunch breaks. And they're not listening by themselves. They're turning the volume up. And so everybody in their vicinity is again, a little bit of Kari and Michelle their favorite math teachers. And we just appreciate that y'all are thinking enough of us to rock with us. Every single week. You make it easy.

Kari 02:47

Yeah. And we also wanted to thank Julie Lazarro, thank you for your email. We're hoping more folks email us our email is criticalmathdrop@gmail.com. So we wanted to give you a shout out to thank you for your engagement with us. And we also wanted to shout out some cities. So we wanted to shout out some cities from the Apple podcast analytics that we have. Unfortunately, Spotify doesn't share with us all the different cities, but the city's at the top of the list according to Apple podcasts if you don't hear your city called try to get your friends listening in the city that you live in so we can get more followers. But we have San Jose, Los Angeles, Las Vegas, Las Vegas, Birmingham, Washington, DC, Hawthorne, Sarasota, Atlanta, Baltimore, Oxford, Oklahoma City, Philadelphia, Knoxville, Memphis, Nashville, Austin, Dallas Fort Worth, Houston. McAllen Leesburg. I'm gonna get to San Francisco. That's a I'm saying all these Danbury Kelowna and Arbor Detroit Lansing New York City, Poughkeepsie, Sheboygan, Mesa, Anaheim, Concord, Livermore, Oakland, San Diego, San Francisco we had to get San Francisco in there

Michelle 04:12

that's amazing like I that we're all over the place and we understand that like you know, your Spotify Connect to like when you got when you first got Spotify was like Apple podcasts or is when you with your Apple ID but it's like, it's so cool to know that like, I went to college in DC, and there's somebody out there listening from just and then Poughkeepsie and down south. Like that's what's up like that. That is amazing. And we really appreciate it. Last but not least we want to share with our families, the coaches and the coaches. The folks that were our first listeners, especially our mamas Jonas feedback been giving us feedback for the since we were born. So yeah, we appreciate we appreciate that. I

Kari 05:00

like, I like how you called it feedback. Yeah. Because then it's like not evaluative. It's not good or bad.

Michelle 05:07

It's feedback. Yeah, that's how I feel like I'm gonna get my son feedback. I don't think he takes it as feedback. But you know, I don't know when you're when you're when you're giving it. Its feedback when you're receiving it. As a young person, it sounds like first thing, but you know, first and then custom, that's how you that's, that's how we live our lives. Please don't get me on nobody. Alright. Um, so I'm like, I'm drum rolling. Right now. We've this actually quite so quick story, because, you know, we like a quick story. We first started talking about this, like, Critical Math Drop dinner party. Right? We mentioned it. And then it was like a slow burn on the back burner that we never really talked about. And like, we started thinking about what we'll do about it, and how we're going to do it and all the other stuff, but we never actually it was like, Okay, let's like figure this out. And Ceirin has mentioned not once, but twice. He was like, what's up with this dinner party, which I'm not putting him on blast that he better have a math dinner party, because you don't mentioned it twice. So I'm for you, laminate them join. So you can have yourself a little party down in Santa Barbie. Anyways, so we we got the cards. So we're excited. We have 18 situational cards, this up is going to be available for you as a resource on our on our website, so you can actually get the cards and we're gonna, we're gonna have directions and and it's fluid, right? I mean, when a college directions, we're gonna try suggestions. We're gonna provide you with suggestions, because the whole point of this is like to disrupt your math thinking when that disrupted dinner, because everybody's gonna have a good time. Yeah. Does that sound pretty? Yeah. Yes,

Kari 06:59

yes. I also want to shout out Dr. Liza Bondurant who sent us a DM on Instagram asking about the dinner party.

Michelle 07:10

You can also, you know, our dean, our DMs on Instagram or Twitter, formerly known as X. On his Twitter, even though if you don't know, I struggle with understanding how to get on these apps. As young as I am, some there's something about it, but you can Facebook us. Do we have a Facebook?

Kari 07:31

We do. We do. And and if you go to our website, we have the link that links to the Facebook page as well as our IG. All right. All right. All right. We're trying to get all the generations the only app that we're not on that I think would get to a younger demographic is Tik Tok.

Michelle 07:54

I'm ready. I'm ready and it will happen. I don't know how to do I don't know how to do well. Let's let's just get through January. Okay, we can get a goal for 2024 Yeah, let's let you know we can Okay, got it out. It actually, I'm gonna I'm gonna I'm gonna throw a little challenge out here. I did not talk to this about the security. So this is me out here. Free balling. And let's we'll start Tik Tok a channel, tic tock channel. Okay, yeah, we would love for folks to post up Tik Toks of their dinner party of their Critical Math Drop in a talk and then tag. We're gonna go Critical Math Drop Dinner party or C M D squared. Yes. And I think that'd be really, really cool. We'll put those on the notes. And really, really quickly. Today I want to recognize is the Sunday of break a fall break? So tomorrow your girl does not have to get up at some ungodly. Oh,

Kari 09:16

I forgot that you are on break.

Michelle 09:18

Not yet. Not yet. This is still the weekend. So technically, I'm still working for the man. But yeah, yeah. Yeah. Yeah.

Michelle 09:28

am always podcast we know you work hard.

Kari 09:31

Yeah. Don't you work hard?

Michelle 09:32

Let's get started with this party. Okay, okay. Yes. Yeah. Okay. So like I said before, we have 18 questions, and Kari and I are going to tell some stories with some of the questions. We're not going to answer all the questions, but we want to give you a time to let it like resonate. And maybe even give some a little descriptors around what this means. I'm really excited. I'm really, really excited about

people engaging in these conversations. And what I think is super cool, is, um, these kind of like, adult things, but I want to challenge us. And that's not gonna happen right. Now, let me be very clear. I think that we should also create a kid version of this, like a young people version. Yeah. And I think that, that won't be done today. But we will do it. And I think it'd be super cool. So that we can engage these conversations with our, with our young folks, right? Like, as a classroom teacher, like an elementary school teacher, like, well, you try out these cards, and have these conversations about math with your babies, that'd be super cool. Especially because I think, I think I know that, in the beginning, folks see themselves as math people. And then systemic structures of oppression, stop, some folks are seeing themselves as math worthy. And so if we can continue to have these conversations, and disrupt, but all that said, then we will find ourselves with the world with, I'm not looking to get more folks to study math professionally. I just want to have more people think that they can do whatever they want to do math, like they can do all things. That's important. Kari I'm taking a lot of aerospace school. I'm gonna get started. You ready? Yeah. Okay. All right. So this is question number one. If math was a person, who are they? And tell me about this person. And it doesn't have to be that you know, little descriptor, it can be a fixed or fictitious character. It could be a celebrity, it could be your neighbor, annoying gets on your nerves. Why are they still here? But it's a good way to kind of like engage in conversation. That's question number one Kari.

Kari 12:12

Okay, so question number two is related to question number one. Is there anything you would want to say to math if math was a person, I guess we could say to math could be doesn't have to be a person. It could be like a cartoon ish character or some type of animal or, you know, another type of being. I see your face. I'm just thinking out the box. No, I'm.

Michelle 12:39

But I'm, like, a map of the puppy. I mean, like, Would you be like, Hey, puppy I love I guess, would ever love for if you're like, I love you puppy. Like, like, I hate to puppy. Like, I don't know,

Kari 12:57

I guess it was like something on TV.

Michelle 13:01

That's a person or a character. Okay, so if so, character character, there's something that you want to say to math if they were a person or character. Does that help to flesh it out? A little bit? Okay, yeah. All right. So this one that cook is going to answer in real time, IRL, in real life in real time in RLT. I mean, if that's a thing, but maybe it is a thing. Has your relationship to math change over time? How so? You like the house sell? Right? How so? Yes.

Kari 13:38

I like your tone as you said it to. Very teacherly. Okay, so I'm only going to tell part of this story. Only because the other part of the story relates to number 14. So I'm just going to talk about basically it connects to what you said about how oftentimes our relationship declines over time. With math in school, right? And so, when I was in elementary school, I went to Vinci Park Elementary School in San Jose, San Jose, I

Michelle 14:11

had no 4408 Okay, listen, I'm sorry.

Kari 14:18

I love it. And I had this great relationship to mathematics. So much so that I used to you know, you could buy those like math workbooks in the grocery store. So I loved those right and so so you're like, No

Michelle 14:37

candy. I don't want candy. Give me this math book. And number two pencils wagon killed. Or did you your math and pen Kari? Are you that person? No, I

Kari 14:48

did it. No, I did not. I did it in pencil. And I loved it so much that my mom because you know I was the firstborn and child you know the younger brother. But she thought that all kids liked those workbooks and so she bought those new

15:07

for brother. or No no, no

Kari 15:11

the stories worse. The stories were she bought it for her friend's daughter, who was also my age for her birthday. Oh, I bought it as a birthday.

Michelle 15:22

Oh my god and and

Kari 15:24

then her friend had to tell her like, you know, not all kids like those workbooks like not everyone thinks that that's fun. Like that's not a present.

Michelle 15:36

And then we wrap that up as she was so proud. She was like, oldest parents favorite one. Let me let me go ahead and wrap up with the bow and everything I wanted to but my disappointing look on that girl's face was like, am I being punked? Before punk came out? I was being fun, like, waiting for my friend anymore, like what?

Kari 16:01

But I did I really liked them. And my mom used to challenge me. So you know, my mom actually got her teaching certification at

Michelle 16:07

SF State. Now I don't know your mom's a teacher. Yeah,

Kari 16:10

well, no. So she, she actually didn't become a teacher. She stayed an extra year she got her certification SSD. But she didn't continue into education. She She didn't work as an educator. But she had she got her teaching certificate. And so she's a challenge boss.

Michelle 16:33

Your mom was like, I'm so committed to my child. Were you born yet? No. So she hadn't even met you yet. But like, I'm gonna get this teaching certificate. So that when I do have children, I'm gonna be like, I know all the things. Because I studied that. Well.

Kari 16:51

Well, so Okay, so I guess I'm just gonna tell the whole story. I wasn't gonna tell the whole story,

Michelle 16:56

but I'll just wait. Because you're gonna talk about it later, right?

Kari 17:00

No, no, no, this is just the story about my mom

Michelle 17:02

keeps keeps shouting out your mom, because I love it. Go, go, go, go, go go. So.

Kari 17:06

So my mom subbed. I think one time Well, yeah, yep. And then she decided not to teach i

Michelle 17:16

that is a real statement. That is an accurate statement, because some people sobs experiences are like sound of music. And other ones are like Dangerous Minds. And I get it. And it depends on what kind of situation because it's, there's there's also this sense of like, I don't know, like privilege, right? When a sub comes into the space, there's like, you're supposed to be an authority figure over these children that you do not know. And you're supposed to be instructing something to them. They don't know you from a can of paint from Adam. Now, not a near thing about you. But this relationship is supposed to be so like, interested and concrete that this the kids are like, yes, leave me wherever you want to leave me, even though I don't know you. And so like, it's a very flawed system. And I, I like when I used to serve back in DC. I was assigned trouble. I was like, unofficially assigned to a school. I just showed up there every day. And they always had work for me. But I was a part of their community. So when I was able to go into the classroom, the kids knew me, I wasn't somebody. Weird. And I think that that's one of the, like, flaw systems. Like, I think that we need substitutes, they are so vital, they're so critical, because they're critical to the community for multiple reasons, not just when teachers need to take a day off. But they can be critical to assist them to help support us to like reach a trajectory of something greater, because you're able to come and support, but it's really hard to come and support the space when you don't know the people, right? Especially if a teacher is like I'm gonna send you I'm gonna give you this complex, like multiple tiered leveled instruction, that I'm like, I'm just trying to pronounce the

kids names correctly. Like that is the first goal. Can I not offend and trigger somebody's child? That's the second goal. And then I was like, oh, and then need to also support your education. So I mean, I feel your mom, man, like, you know what? One and done. That's this was not, that was not for me different because it is hard.

Kari 19:28

I mean, yeah, I mean, I know that when I was a classroom teacher, I decided that I was never going to serve, and I was never going to teach summer school. Because I knew that I would burn myself out. Also, you know, and I still felt like, no, no, I did cover classes. I covered classes that I didn't cover for the whole day. I mean, I would cover for my colleagues. You know, like if I was my prep period and someone or for them, I would cover for them, but it's like that was my school. Those are the kids who You me?

Michelle 20:01

Oh, you mean I mean, I lie to the thing. I like I said, I write my mom started off as a sub para. And she went, like all over the city, seven different schools and she's a special education parents. So she went to like SDC classrooms, which are special day classrooms. She went into mod severe classrooms are also part of a special day classroom she mission to support it. So it there was a privilege point for her because she was able to see like different schools and different communities. And she ended up subbing quite a bit. I just want high school, and she really vibed with the teacher there at the time. And so when a position opens up, he advocated for her to be there, because she really liked being there. And she's still at that school to this day, right. And so there is that opportunity to kind of like meats, it's like speed dating, I think. Yeah. If you're becoming a sub, and you want to, like, eventually be at a school, or you want to develop a relationship with the school, like, seven around, it's like speed dating. It's like, I'm gonna try and see because you never know. You never know. Like, you might see my son might you know, like speeding and so my my son in front of me, and you might look into like, I don't think you're my cup of tea. And then they started talking to you like, oh my god, you like Matt like too. So do I. Are you excited about the sight thing? So am I oh my god. Matlock. I love Matlock. And I like Matlock. quantumly. Like and there's actually a reboot and Matlock coming out with Kathy Bates. I don't know how I feel about whatever shout out to Kathy Bates, but I love my love. Oh, my God, the old

Kari 21:52

man. The old one from a long time ago, guys.

Michelle 21:54

I love the way that he like, wore that gray suit. That was way too big. on him. Like he was like, I'm not gonna style though. Yeah, he's like, and he's like, what it was like, He's smart. And he was me. He was hitting those quips and, like, just Yeah, I loved it. I loved quantum leap. I love Matlock. Growing up, you know, I don't I told you like, when Jerry Orbach died, my aunt called me and she was like, are you okay? And I was like, I am not okay. Because I loved. I loved law and order. So, yeah, I definitely. But I didn't read books, everyone. I don't want you to think that like my mom's limited. My.

Kari 22:35

No, I just like I haven't heard the show Matlock in a long time. And you know how Michelle, we were just looking at our audience demographics. Oh, my God. So you know, we have some, we have some audience members, you're gonna have to google that show. And then you'll know what we're talking about, because

Michelle 22:51

we have some younger audience members. Okay, yeah. Okay. Okay.

Kari 22:56

So, I'm even numbers. Okay, so number four. describe all the ways you use math in your job or your life. And

Michelle 23:07

I like this because it's expansive. Like, you know, people need to dig deep. People need to dig deep. And it's funny, because I have a story that aligns number four later on, that talks about that. And, and,

Kari 23:21

and also, also, you talked about this in episode number one. So if you didn't listen to episode number one, Michelle talked about what's related to number four. Yeah,

Michelle 23:34

I know. I'm gonna shout this person out. So it's so funny, cuz I haven't shot at his girlfriend yet. But my friend Matty, hi, Matty. And literally, I was going to Friendsgiving recently, and he was in the car. And he was just like, I just want to let you know that like Episode One touched me. Like, in a positive way.

Kari 24:00

than a middle school teacher.

Michelle 24:05

Oh, my God. Let me not say touched on it. I connected with him. And he talks about like, Yo, Cody. Cody, like, I like I was listening to this episode, and you were talking about how like, like, I raise a math person and he was just like, and I really started to like, think about this. And he was like, and it made me like, really make connections about like, how I do math all the time. And I'm like, in the backseat of the car being like, Wait a minute. First you listen to my podcast, because his girlfriend who's my work wife, Christine Tejuco. She listened to because she's my work wife. She asked me not to say that she has to but she you know, I'm saying like, you support what people set out to to take away from your support. But she was like it she looked at she's like, I know you were listening. And he was like, yes. And it was like so cool that like this podcast was being played in the car while they were together and He was able to engage and make that silent connection. But he didn't share with her. But then he was able to share back with me. And he was able to like recite things that I said, from the first episode. So it was like this really, really resonated. And so that's super, super cool. To know that, like, we're hitting, we're hitting folks. And so I so Spotify do a better job and help us with our demographics so that we can know who was that we're hitting? Yeah. And okay, what this is question number five. Girl, we already

have 30 minutes. Let's speed this up. What are other ways we can conceptualize what counts as math? Not just what we learn in textbooks?

Kari 25:49

Yes. Okay. Number six, what do you wish, if anything for your younger self, about your mathematics learning,

Michelle 25:58

I think that if you are struggling with this, you should listen to Angela's episode, Episode Seven and eight of our podcast, one day, we're gonna reference someone's podcast number, and we're gonna like, what podcast was this? And then we're gonna have to look to our assistant because at that time, we're gonna be big. I remember like, Assistant, do you remember that episode? That is, and the system is kind of like, I got you and they're gonna be like, boop, boop, boop, boop, boop, boop, boop, boop, this is me typing on the computer. Boop, boop, boop, boop. And he's got like, actually, that was an episode 172. And they were like, Oh, my God, one episode 600. So that was a while ago, we, assistant. And because we are good people, our citizens will be prayed, paid enough money to have a livable wage, shout out to our future assistant and a little more livable, livable. livable wage, Say that five times.

Kari 26:55

And Michelle, everything that you have put into the universe so far has happened,

Michelle 27:01

hey. Okay, number seven, bundle set, because we like a good bundle. What is a movie, a song, or a book that represents your math identity, you can give us one out of three, two out of three or three out of three. Kari would have to Google this one.

Kari 27:30

To say that myself, but you see what

Michelle 27:33

that Kari would have to go into the party, if she got number seven, I gotta cheat card, boom, I'm ready. And there's a reason like, we laugh about this. But this is like the reason this is, this is why our relationship works so very well. Okay, so I know that I always say I'm not a researcher. And I got to stop saying that, but like you are super. Right. And so like you, like you come prepared with fax. And I come in like, an adult ugly like, Oh, yeah. Because that's, that is my like, that is my gift, which has also been a curse, right? Like, I do have the ability to, you know, I'm good at talking, I'm going to making connections. That's a that's, but sometimes because of that, I lean a little bit too much on that. And so like, I'm trying to sway in the middle of where I can be like, deeply rooted in research, because I appreciate the fact that you can be like, this article content such as such, and this article, of course, is such a such that's like, I love when people like do that. Like that's actually my shot this bum out. That's like Cam, like when I first saw cam talking, he's always able to like, when he says something, he's always back it up with like, what article it came from, and the person that made from and all those things, and that's not my superpower. And you do that so well, too. And I can be like, Oh, I know this story. I know this thing. And I kind of know the phrasing. And I know it was written by somebody that I

read somewhere in a book or a podcast or on a leaflet. Or the TV, I seen it somewhere somewhere. I'm so like, that is what I'm trying to work on. Like being able to, well, the way I absorb information, but being able to like make that connection. I mean, this also goes with I struggle with like, learning my kids names. It takes me like a good four weeks to be like don't commit a crime, y'all, because I won't be able to identify you at this moment. I don't tell them out loud, but am I anything like man, babies kids, but then once I once I make that connection is dramas, definitely, uh, yeah. Anyways. Sorry.

Kari 29:43

I mean, I mean, but the only reason I mean it's just like, I just, I'm lucky and I have the privilege that that is my job. You know, like that part of it.

Michelle 29:53

But you're also really good at it. Like yes, it is your job but, but you're also good at it. And I think that there There's people who have these jobs that are not good at it. So I don't I don't want to take away from like, we're not taking away. We're not that kind of math problem. We're adding salt.

Kari 30:12

Okay, so I'll plus and if people want to see we've been putting all of the citations of articles and things like that on the website. When

Michelle 30:20

we say we meet Kari. That's okay.

Kari 30:25

It's we Michelle, this is a team effort. It's a team, the team effort.

Michelle 30:29

Team work. Yeah. Okay, that's on you.

Kari 30:33

Okay. Oh, wait, sorry. Okay. It's my turn. Number eight. Tell us one proud math moment. Okay, this was one that I said I was going to answer. And, well, I guess you know, what? Sorry, you're gonna have to Okay, so actually, I was gonna say, Michelle, I didn't have enough time to think about these. But actually, this is how it would be with the dinner party protocol, right? It's like, people would get cards and you just be at dinner, like, Okay, I'm gonna choose one that I feel comfortable answering. So the story that I have in mind. Okay, yeah, I'm going to call this a proud math moment, because I'm going to I'm gonna kind of like flip my relationship to this situation. So when I was in college, I was taking thermodynamics. So I majored in mechanical engineering, and I was taking this thermodynamics class. And I didn't know until like halfway through the semester that everyone was like, oh, yeah, this class is really hard. And I was struggling so much in this class and my diving coach. I think he caught I think he called the he put me on like probation, he, he didn't let me practice as much with the team because he was so worried about me with this class. And I passed the class, I got the worst grade I've ever gotten in my life, I think I got a C minus. First

Michelle 32:05

of all, let me be very clear to anybody who's listening, that is Kari's journey if you weren't harvesting, and that is a problem. And we respect that we support that. We support that. And, and,

Kari 32:18

and my coach, I remember, my coach was so proud of me that I got this grade. And I remember thinking to myself, like, wow, that was like the worst grade I've ever gotten. But okay, so I guess I think I'm still in the process of trying to change the narrative that I have in my head around that, to make it a proud moment for sticking with it, I had to find a study group. So I remember that that was hard. I definitely needed a study group to help get through that class. And I didn't really like, I feel like I didn't really have that many friends in mechanical engineering, and I was an athlete. And so it just, it was a challenge. But I will say that I am proud that I passed that class. Okay. Third grade. Sorry,

Michelle 33:07

I might have actually told the story. And if I did a well, actually, if I've told the story, and you know, I know I don't think you

Kari 33:14

know, I don't think you did tell that third grade story yet.

Michelle 33:17

So I Miss Miss Miller. Miss Miller was actually the first black teacher I've ever had. It was third grade, Lakeshore Elementary. And Miss Miller was strict. And everybody knew she was strict. And I was really nervous about being in her class, because I was like, Man, I'm a talker. She's strict. You know, I hate on me. So we were taking a math test. And everybody was finishing up. And I was just there, taking my time on the test. Hella slow. I guess I was reading all the questions, and really thinking about it deeply. And I was the only person still working on the test. Everybody else is out there living their best life playing games, or whatever. And here I was, like, slow and steady on his test. And she scores a task and gives it back and I got the highest score on the test. And she took that moment to be like, Michelle took her time she didn't rush. She did her very, very best on the test. And again, like, I'm not equate, like, Yes, I got a great grade, whatever, even if I got a not great grade, whatever that means. The fact that I took my time is important, right? I think Dr. Jo Boaler always talks about like, math is not a race, but that's not what she says. She has like these six things. One of them. It's like math is speed is not important. She says he does not important. And so I I appreciate that moment. And clearly I'm I'm a few grades away from third grade. Because I'm young at heart and experience. And yeah, and I still remember that moment. And I and I, and actually, it's at that moment actually plays out in my classroom. So when my kids take assessments or tests 90% of the time I make them grab a book beforehand. And I'm like, after you finish your test, you're not going to make noise. Because you're not going to make someone else feel that they have to go faster, to get it done, like we've carved out this time to do this test. And we're going to use the whole entire time to do it. And I think that that that's helpful for folks. So yeah, so that was my. And the original iteration was like, What is your proudest math moment? And we decided to change that because math is not absolute. And so we were like, what's tell us one of your proud moments? And what's really great, like Kari's moment was a problem and from the perspective of our coach, and she's working towards it being a problem and for herself.

And so like how you met hustle, happen inside of this department, like sharing this moment that you're like, I'm unsure of how do I feel proud around this moment, but I'm moving towards that. So yeah. Okay. What is the most mathy song that you can think of? So I'm gonna throw out a little joke and be like, ying yang, twins, 369. You have young people in the car, please remember that song. I think this is gonna be really fun. Like to really think about, like, what songs have like, and when we say math fee, we really want to get you away from like, the idea of like, conventional non numerical stuff. Like, it could be pattern me, it could talk about distance, or like, like, like, you like a love song that talks about I like I can go 1000 Miles like, can you really know what that there's a song like, like, I'm saying to say like, it can. You could really think deeply about this one, and really have fun. And turn it into a little bit of a karaoke night. My voice is super raspy. And not in a cool way right now. So I will not be saying for you, but

Kari 37:27

you know, oh, but you like to sing you have a great voice? Yeah,

Michelle 37:32

not today, though. That's okay. That's okay.

37:39

Okay, so actually number 10 follows really well. Number 10 is what is the most unconventional mathy thing that you did in the last 48 hours?

Michelle 37:50

I am going to answer. I'm going to answer this. I went to a friend's giving yesterday. And I normally when I go to friends, gatherings, I'm like mac and cheese like I'm, I feel confident in my mac and cheese ability. I've been given positive wine.

Kari 38:09

But mac and cheese is really hard to make. Yeah,

Michelle 38:12

it is and people will definitely sigh You and play you on it. But this time, I was like, I don't feel like doing all that. I'm gonna just bring something which I perceived to be easy. Womp womp which turned out not to be the case. And I was like, Oh, I'm gonna just bring mashed potatoes. And so the person whose house I was in, they happen to be lactose intolerant. So I'm like, okay, so they were inclusive. They were like, bring what you bring, just label it, so that everybody knows what they're getting into. But I mean, me being the extra person that I am. I was like, I am bringing nothing and nobody has a bag can't eat. So I'm gonna do the whole thing. Just for them. No good and well, I've never actually made a vegan slot. Well not vegan. Yeah, I guess it'll be vegan. Yeah, I've never made a vegan mashed potatoes before. So, you know, I go to their house to make the mashed potatoes. And so you know, the two things I tried to shortcut, I peeled the mashed potatoes, I've put them in the water, I didn't cut them. I didn't cut them smaller so that they will cook faster. So that like there is an area of problem, right? I should have like reduced the area and the mass of the potatoes so that they will cook faster and cook evenly. So that's my first lab. And

Kari 39:31

actually, that's a thermodynamic thing too. Is it because they're about like the surface area that's going to be touching all the parts of the potato to cook it. Oh no, because when you slice small or all those interior parts it touches the hot water.

Michelle 39:47

So that right there as far as my first math crunkle that happened on this situation. And then I finally get it and I was just like okay, let me just map Subtitles down. And I was like this, because I didn't, because I didn't make them smaller part of the part of the title kind of like, Spike welted away, and it was on the bottom, and so became really soupy. And then I was trying to, like, push it over. And I was like, Man, this is not what I'm, this is not the situation I'm trying to have. So then I asked the person, I was like, Can I get some alternative milk? So they gave me some coconut milk. And so I just dumped coconut milk in there didn't measure it didn't think about what was happening. So I put the coconut milk in there. And then I'm like, Oh, do you have alternative butter. And then I'm like, Yeah, and I was like, let's throw that in there, too. So I have to do some alternative butter in there. And it was just like a mess. And I, of course, put some seasoning in there. But it's just like, there was no rhyme or reason to what I'm doing. And even people who like say that they free, a free cook like, Oh, I just there is still a method to what you're doing, you're still looking at what you have. And from what you have you are making a decision, am I going to use two shakes, three shakes for shakes of whatever seasoning whatever am I going to like when I'm cooking something and I'm looking at it like, all right, based off of what it looks like, I'm going to keep it on three more minutes, four minutes, five more minutes longer, so that it can cook thoroughly. Whatever it is, even if you don't use conventional methods of like measurement, there is measurement, there is ratios and proportions that are being used to help make sure that you get to this. So anyway, so the mash tailless machine, we do all kinds of seasoning in there. And I'm looking at the homie and he's just like, this is not working. I was like, uh, you are right. He was like, it's so good. He so he was like, Well, I think he said, Well, why don't you take the mashed potatoes and put them back in the pot to like, reduce the water. So we were like, Okay, we're gonna try to operate the water out, right? So that we can like reduce the water to potato ratio, so that it can be edible, because at that, at this point, I wasn't looking for a masterpiece, I was just looking for magic deals not to be thrown back at me, because they were horrible, right. And so we went through this whole entire process, and like just all the mixtures and just trying to figure all of these things out. And it was just like, again, like, these are all kind of like mathy things in order to like Cook. I'm a firm believer that like cooking is the most mathy thing you could possibly do. Shout out to the show. The chemistry show on Apple, it talks the sign of it's like a, there's a show about this woman chemist in the 50s who because of like, I don't know, her biology, she's not given opportunities to like really shine as a chemist, and you have to watch the show. But she ends up becoming she ends up having a cooking show. And she really connects like science and math with the idea of, of cooking, like the art of cooking. And she's doing this in front of like a whole bunch of housewives and she's inspiring them with her approach. And she's also like, making the whole concept of cooking, like taking you to the next level. So again, I'm a big believer that cooking is just such a strong, strong level of mathematics that we don't take advantage of. And shout out to all of those folks who cook meals every day for folks that they love and those who they don't love and how that they're doing math every day. Anyways. And okay. I think this is my time growing up. This is question number 11. Growing up, okay. See your Pete? Did your people see themselves as math people?

Making that connection of like, who raised you who supported you? Did they use use phrases? Like I'm not good at math? I hate math. Or did they say math was cool? Yeah.

Kari 44:16

Okay, and 12 is actually connected to 11. Also, do you know your ancestral relationship to math? How did math play a part in the history of your people?

Michelle 44:31

Hmm. Question number 13 current relationship with math. What is your current relationship? What is your current relationship with your idea of math? Is math your ex, your current boo or crush that you're trying to get to know better? I was coming up with my creche right now. I think that yeah, I So I, you know, I, I didn't study math like I was an econ major in undergrad. And I started off my teaching career as a science person. And when I got hired, at my current job, I became a full time math teacher. And so I don't have the conventional, like, if you look at my resume, I don't have the conventional pathway of math, but I really liked them. Them and her, whoever you like, I really liked them. And I, and I'm trying to, like, get to know math better. So math is a question of mine. And I'm, I'm dating math, I'm dating. I'm definitely crushing slash dating math. And I hope to continue that way, that kind of approach. Because I think that it also allows me to have more humanity, when I'm engaging with my students. Around their their own little their own little situation ship of math. So yeah.

Kari 46:10

Yeah, I love this also, because, you know, we were talking about creating questions for kids, for young folks. I could definitely see this being a high school question. Because it really, I think, changes how we think about math. You know, like, my reaction was like, Oh, that's so cute. You know, like, math is your crush that you're trying to get to know better. And I feel like also, it's such a, like a growth mindset type of thing. It's like, you know, that you really like math, and you're trying to get to know math better. Rather than this thing of math is, like, intimidating. You know, it's like this shiny thing, this shiny thing that we're excited about. Yes,

Michelle 46:57

because we love a good crush.

Kari 47:02

Yeah, okay. Okay, so 14, choose a grade band K through five, six to eight, nine through 12, or college. If you went to college, if math was a dish, what would it be? And why? Talk about the complexity of the dish and its relationship to you or not? And I think we're both going to answer this one. Right. Yeah. Okay, so I will, I was thinking about this, actually, as you were telling the mashed potato story because I, when I was older, I realized that I was lactose intolerant. And I would complain to my parents. And they would always ask me, like, oh, well, maybe you're lactose intolerant? And I would say, No, I'm not lactose intolerant. Like, I'm not lactose intolerant. And they were like, No, it can happen as you get older.

Michelle 48:00

Yes, my dad, my dad became lactose later in life. Yeah.

Kari 48:04

Yeah. Right. So so that's sort of like my relationship to math was like, Great K through 12. And then once I got to college, it was like, all of a sudden, I became lactose intolerant and my relationship to dairy, to ice cream to the mashed potatoes with the cream and the milk and the butter. I was gonna say became Poopoo.

Michelle 48:39

Strong one, very sorry,

Kari 48:42

I didn't notice it. And I couldn't think of something else better. But I remember taking my first math class because I had taken the calculus A B and BC tests. So I had, you know, placed into this mold of multivariable calculus class. And I struggled and it was so hard and I remember one of my actually, one of my diving teammates is in the class and she was doing just fine in the class and I was really struggling and having a hard time with it. So yeah, so if math was a dish, it would be all the dairy things because once I got to college once I got older, that lactose intolerance set in how about you Michelle? What's your, your grade band and your dish?

Michelle 49:37

I was thinking about this too. Like I think that I it would probably be out to be gumbo. Um, so just to be clear, I'm not from the south, my grandma's from Bakersfield. My dad is from Ohio. But um, that process of making gumbo or any dish that takes like The process, right? So like, if you're making gumbo, it's the roux that you're working on. And that's like the base. And then you add all these things I think about college. So I was an econ major, and the class that got me was applied calculus. And like, I failed that joint. Oh, my God, Howard's going to kill me. So I failed about calculus, and I failed his senior year. And my parents had already bought a plane ticket to come out to college, to kind of my graduation. And at that point, I was also like, the President, I was a president and founder of the Transfer Student Association, because I transferred into Howard after college. Right. So like, everybody knew that I was supposed to walk across the stage. And I'm gonna put my friend out here because I didn't ask her but I had a homie. Who, so you didn't have two graduations you have a small graduation. Like your department graduation. Oh, your department? Yeah, college graduation. And then you have the big graduation. Right? So my parents when they got out here, I was like, I'm gonna let me just let y'all know that I didn't pass. Oh, no. Well, no, I know, I think I've told them before. I told them before. Like, we already bought the tickets. So we're just coming out to DC. And so I was like, Okay, I was like, well, let's figure this out. Because I only bought the cap and gown and everything. And so I was like, well just come to the small graduation just come. And my parents were like, No, I was like, no, no, just come, just come. And so I had a homie, who wasn't like, she was the valedictorian. She's super, super smart. She actually lives in Vegas now. With her with her, Oh, yes, are in the Vegas area. Not gonna put her out. But you know, we're at, we're at the promotion graduation time. And, um, she goes up to the person and she's like, I need a card from Michelle Cody, because she just, like, got cleared to graduate, and not got cleared to graduate. And so but she was an honor student and writing she was, so they gave her the card. Wow, then, because you know, what you do is you just write your name on a card, and you hand the card to the right. And as you so I am sitting with the rest of my department, my

department small. Econ is a small department. And they'll suppose No, I didn't have as applied calculus was not in the Econ apartment. It was in the math department. But they knew. So I'm sitting there. And I'm like, I feel like a cat with a canary like, oh my god, like, someone's gonna come and snatch me from the owl. And like, pull me down the aisle and be like, imposter. You don't belong here. Sitting trying to get to the graduation. I'm like, oh, yeah, just get through this kid through. And so it gets time for like, call their name and my parents are there. And my parents thinking like, what, in? What is this child doing? But like, we're coming, I was like, just come just come, just come. So we get there. And they call our department and I wait to the very, very last minute, and I kind of like slide through so that no one kind of sees me. And I get up there and my department chair gets up there. And I hand the card over. And my department chair looks just kind of like, you know what, girl, if you did it, you did it. And so they say my name. And I was like, Hey, yo, this is me. Right? And so suffice to say, and then at the big graduation, because I was the president and the treasurer Student Association. The President shouts me out the President at the current time, which was, um, oh, I can't even think about who the president of Howard was. Oh, I hooked that up. Um, and he shoots me out. I can see his face too. He shouts me out, like, you know, congratulations, Michelle Cody, president and founder of the Transfer Student Association, because it was a big deal. But I started this organization that had gone for years and years. So I said gumbo, because I felt that class. And, um, I had to like, start again. And so I didn't start again, when I left college, and then took a job in Vegas did not work out. And I needed it. So I still didn't have a college degree. And at that point, my parents have put money into it. I have put money into it. And it's like, this doesn't make sense for this one class to come. And like so I went back to school, and I took it The PI calculus class I took some other classes to, not because I needed to because it financially made more sense to be a full time student like me, it makes more sense because you get credit. Yeah. And then I ended up getting a professor named who he wasn't a professor. He was, he was a PhD student, Dr. Caleb Ashley, who I just like I emailed like, you did, I did email him, I found emailed him. And I was like, you probably don't remember me. But you're the reason why I applied i because like, he knew we were struggling, he would meet us in the library, he will work with us. So it was my, and it was like, maybe five or six of us were like struggling and he just like, broke it down in a way. That was like, very, very manageable for me. And, like, he's a reason why I graduated from college. And I saw email to him. And I'm like, bro, you're like, the reason why I was like, I don't say, bro. I said, dude, Dr. Ashley. I don't know if you remember me? Well, we know.

Kari 56:07

We know. We know. It's okay.

Michelle 56:08

Thank you. And he did respond back then he was like, I remember you on if he did, but maybe you did. Because I am a lot. Um, and he was like, I'm so happy to know that you're teaching math and all this other stuff. And he was just explaining where he is. And so it was like that, that the impact. So I say that to say like, I was working on this route on this very long process. And instead of me like giving up, I just had to like figure things out. So I didn't want to throw away the whole thing. Because it is a process is the Kulluk the collegiate experience is a process. And so he was able to help me, like, get the last finishing moments on this gumbo. So that was able to serve it. So I appreciate that. And I also plug take a moment if there is a an educator and I use that word educator very loosely because I'm not even just talking about a K 12. Teacher. If there was a security guard or custodian, a secretary, your mom and

your grandma, your Lhasa, your loving and supportive adult, which is a phrase that I coined, by the way, in 2014. Well, I love that. Yes, in what you and you said like 2014 20, maybe 2016 2016 at that the school I'm at. And the school I'm at, I did fine. I've turned this claim because I was tired of people saying, your family or your friends or your family or your parents. Because I was like no, it needs to be who is your person. It's like I turned the claim. I coined the term Lhasa loving and supportive adults. And I use that term because that term can change. Your last of today can be a different class of tomorrow. But that's the person who is in your life right now that you need to have some to support you. And I'm going to write a little paper about this with you Kari because, you know I'm gonna write papers, but I'm gonna write a paper about like losses, but it's on the podcast, so you can fill it. Um, but yeah, so, um, you know, I was going with this, but I Yes, that's all.

Kari 58:19

i Sorry, I interrupted you. I got excited about last night because so actually what we can do because we're gonna interview Leanne and Reina, yes. And we can talk about that concept with both of them. Okay, so I just Yeah, I just got real excited about that. And, you know, it's so funny that I got so into your story that I forgot that we were even connecting it to a food dish.

Michelle 58:43

I know. Gumbo is the process. Um, okay, we're almost done. No, we're good. Okay, yeah. Number 15. Question. 15. Yeah, what episode or moment in the podcast critical matchup with your favorite math teachers, Kari kokka, Michelle Cody, has resonated with you the most. And I'm excited about this one because maybe this is also can be an opportunity for folks that kind of like post this up, you know, like, and yeah,

Kari 59:16

and we keep asking people to send us an audio file. So we can so maybe you have a you know, 30 to 62nd audio response to this, or you know, you do you do the the dinner party cards and then you send us an audio file about how it went. We would love that. Okay, number 16. Who inspired your math understanding the most? And what did they do to inspire you?

Michelle 59:49

I like to swim because it's it. It can be as big as, like someone inspire you to push forward to persevere or a small was like, someone modeling behavior that has resonated with you around how you should be a math person or mathy. So I like that one. Alright, number seven team? How are you developing healthy math relationships with folks within your community, or your chosen space? I'm not going to answer this one. But I really like because I really like other questions, because they're ours. But I'm, what I appreciate about this one, is this notion that math is only taught inside the classroom, which is not true. Right? So how can we? How can we perpetuate like healthy relationships with math outside of all of our spaces in our community? And I think that, like, I also struggle with this, and I was gonna answer but I'm going to, like, I, I'm really intentional about this in my classroom. And I need to be more intentional about this with my son, right? And how how, like, he's a math teacher, he's a math person. And, like, that's the, that's the subject that he is the strongest thing in the traditional K through 8k through 12 scenario. He's also and this is what I also love about this idea. And I used to tell this to the teachers all the time, like, you guys are Bobby's standardized testing that my baby is struggling to, like,

perform the way you want him to perform. But he's super smart, and super smart. And like, we would talk with, like, I will play logic games with him when in elementary school, and you know how sometimes as parents, when you play a game with a child, it's like, you're trying to like build character, and also, like, increase their like, aptitude. So you would maybe not go as hard as you would if you were playing like a friend or colleague. That was never the case with him. Like, he would play chess with my grandpa. We will play strategy games like, mine, Minecraft, my not Minecraft minefields, but game where you have to, like, choose the patterns, and you get like 16 times or like eight times to find the pattern and the past?

Kari 1:02:20

Is it like,

Michelle 1:02:21

I don't know. So I like it. Well, kinda. So like, you get like, there's like a, maybe like five or six different colors. And so people put a pattern and they cover the pattern. And then the person is trying to guess, the pattern. Oh, that's fun, isn't it? Is it? Yeah. And I would tell his teachers, I'm like, he's very maths smart. But you're, you're like, in conventional ways of uplifting math stuff makes it hard for him to feel math worthy. And this is what this is one of the problems in our K 12. Worlds, right? Like, you take tests. You take standardized tests, you answer questions. And if your thought process or your understanding falls outside of that very narrow scope of what we have decided is important, then you feel like you're not math smart and math worthy. And this is something that I struggle with as a classroom teacher, like, how do I support math learning and hit those standards? Because I don't want to not hit the standards, because especially working in a school, where majority of my students are students of color, like I will not perpetuate this, this idea that you're not getting what you need to be successful. But also, how do I allow you to feel successful and feel math smart? When the way that I'm the way that the curriculum has me judging or evaluating? You're smart smartness. falters, somewhere in between, and its breath. It's so rough, it's so hard. Because sometimes I'm like, I'm part of the problem. Like, this is why like, I really listened recently to the episode that we did with Angela. Because even if I feel like that I am like, someone who has compassion and support for my students. I still fall short all the time. And I still feel like I'm running against a machine that is telling me this is what is supposed to look like, and how do I combat that? And you can read this more about this in our paper that we just wrote about. Yeah. education officials.

Kari 1:04:44

Yeah, we

Michelle 1:04:46

kind of preserve ourselves. Alright, last question. Okay,

Kari 1:04:50

last question. Number 18. And actually, these are all numbered so well, because this is a good, kind of like, final question. Tell us a story. worry, a moment, a memory that lives in your brain. Together, we can identify the math moment. And I love this because it positions everyone at the dinner party as a quote unquote math person, like, people who everyone in the room is, are people who do math, right? And it's

like, okay, so together, we're going to collaboratively identify the math moment in this story. So I love this. This question, Michelle, that you created. Your shout out, thank

Michelle 1:05:37

you, I appreciate it. Um, so, again, like these cards will be presented for you to do, we will set it up so that all you have to do is printed out or PDF, a printout. And you can do what you like, you can do what you want with these, you can pass them out, you can have anyone choose them, you can do some sort of like gallery exploration, where they're posted up and people can engage with them as they want, you can choose one card, and let that be the focal point for your whole dinner. It's like, past the greens and mashed potatoes. And let's talk about like, my relationship with. And so it's, it's a good way to do what you want. Right?

Kari 1:06:34

Oh, you know what else people can do? So I love the gallery review. And then people could also do, like, I mean, you know, it'd be like a cocktail party, you know, like you talk to someone one person about your story, and then you switch cards. So then you have a new card, and then you go talk to a new person. Like, that would be really fun in middle school, Dan. Yeah. Especially if it's like a party where not everyone knows each other. And people need a little bit of structure, because otherwise you're only going to talk to the people that you know, this will be a way to get people to know each other and also improve and your relationship with mathematics and also to like reconceptualize what mathematics is like, it's not just what we see in the textbook. When we were in school. Yeah, like,

Michelle 1:07:22

Hey, friend, I don't know, Tommy's Mac or X, your current.

Kari 1:07:29

Right. I think that would be so fun.

Michelle 1:07:31

Yeah. What is your ancestral relationship? You don't know. Okay, that's cool. Pass. No, I think it'd be fun. I'm excited. I'm, I'm really hopeful that folks will do this. And, and the timing is I feel like really great. Because we're now swinging into the season, where people are getting together. Like I said, I, I've just engaged with three different Friendsgiving in the last week and a half. And so I think that we're coming into this season, where people are coming together, um, in different capacities and different things. And so having these questions come up now might help to, like, you know, if you struggling to figure out what to do, don't play Scrabble. Don't play some drinking game. Do the mapping to the map, do

Kari 1:08:26

the critical critical math job dinner party.

Michelle 1:08:32

We need a better name for that. Okay, right now, this is the name. That's a long, that's a long name like

Kari 1:08:42

critical math job dinner party cards. I guess that's kind of long. Okay, can I give her a shout out? Can I give a shout out because remember, we were gonna wait till next time, but we kind of gave shout outs anyway. I want to give a shout out to some of my friends at UNLV. So Dr. Jeff Shih, he told me, you know, he's been listening to the podcast. And I told him, I was like, Well, yeah, you know, like you hit skip around. He's like, No, but I just listened to episode two. And now I want to know, in the later episodes, did you change your mind about the Barbie movie? Did you talk about it again? So this is one of the things though, that we actually followed up on we talked about as an idea in an earlier episode, and we finally fleshed it out and we're presenting it. And I also want to give a shout out to Dr. Norma Marrun, who listen to episode one and loved what she said, Michelle, about. Everyone is a math person. Did you pay your bills? Did you get your work on time? Did you get to the party on time? And so it just made me feel really encouraged about the work that we're doing?

Michelle 1:09:57

Yay. Okay, so you know, Is that time for us to share some love with each other. So Kari and I just finished ish, at our last iteration of this paper, and just, I appreciate just working with you. And in working with you, you've also happened to strengthen my skill set. And you're right, I am a writer, I can do this. And you are now I am, I am working. To solidify this, I have this. And I'm gonna say this out loud on the pop podcast, because maybe that will get the ball rolling. But I have the story that I wrote. And it's aligned with the mass standard. And because I really liked the idea of using math standards to tell stories that connect folks, and I've been, I've had this like story for a really long time. And I've just never finished writing the book, like, it's not a long story. It's a couple, it's like, probably 20 pages, but I want to finish. So I'm putting it out there. Like the podcast is that this is my public declaration of like, things that I want to finish. And so I want to finish this. So we're on episode nine. So hopefully, by the time we get to, like, you know, Episode 15, your girl will have if not completely finished, like some part of it. And then I need to find like an editor who will like read it and stuff. But it's good like I this is this podcast is a way for us to kind of make some of our dreams come true. And I appreciate the fact that you thought enough for me to be like, oh, let's, let's do this together. And in doing this, we've inspired people. Because when we first started off, we were just like, we're just gonna do this and have fun and hope that somebody listens to it. But the fact that like we have not children, but grown adults, saying that this podcast has sit with them differently, that we have people who are folks who do not teach math for a living, do not study math for a living, saying, I can listen to your podcast, I had a parent who I don't even teach this child anymore. Sit across me during a like little conference. And he said, at the end of the conference, because I was doing someone a favor. He said, we listened to your podcast, and I was like, shocked. And I was like I'm in charge anymore. He's like, we listen to your podcast, he said. He said at first, I thought you were just gonna talk about like math equations, and you didn't. And he was like, it was good. Like we enjoy. And it was, and this is actually the first time i i know the child for two years, but I've never met her parents. And so this is the first time I'm doing them. And like, the dad was like, I need to tell you this. And I was so excited. I called you. I called my mom or Yeah, everybody was like, it was like you're not even in my circle. Like it's one thing for somebody in your circle to affirm that they appreciate what you're doing. But this man was not even in my circle, he did not have to take this time to say this. And that was important. So my appreciation to you is like, because of this, because of you. We've now I've expanded this idea. And it's the ripple effect, right? All small ripple, so to phase out to affect the whole ocean. So that's my vision. Oh,

Kari 1:13:46

well, I appreciate you, Michelle, because, you know, I really wanted to write a paper with you. And I was really excited about your theory of educational facials. And I felt honored that you trusted me enough to want to, you know, flesh this out and turn it into a paper and show folks how it can be an analytic tool. And Michelle and I are about to submit it. I'm going to read just a snippet from it. It's the part that you wrote. So Michelle, we both shall share stories. And Michelle says I want to be in fellowship with others by sharing my journey. Sharing what educational facials are and how they can offer rejuvenation and support when experiencing the struggle and harm that many of us face as educators. But you can't be in that space all the time. You have to find your people. Kari is my people. And I just felt so touched when I read that and then you know my part I respond about me Shall is my people to Michelle reminds me of my power and our collective power. And yeah, I just feel lucky that I get to write papers with you and do this podcast with you. And you know that we get to do this work together. So yeah, I appreciate you and I'm excited. I can't believe this is our ninth episode. Can you believe it? I

Michelle 1:15:28

know. And that people want to rock with us. Like, people want to come on the podcast. Yeah. It's crazy. Like we have guests lined up. And that's awesome. That people are like, yeah, now we've we're honored. So that's amazing. I'm excited. All right.

Kari 1:15:50

So should we do you want to close this out? Or do you want me to do it?

Michelle 1:15:54

You can close this out.

Kari 1:15:57

Okay, thank you, everybody for listening to Episode Nine of the critical math drop Podcast with your favorite math teachers Kari and Michelle, and we will catch you next time. Thanks for joining us. Bye,

Michelle 1:16:10

Bye y'all.