



One Stone: How One Stone is Changing Education and Lives

Caitlyn 00:03

Hello, we are honored to be invited to join the conversations with EdActive. Thank you for the opportunity to share a bit about One Stone. We exist because we listened to students who knew that their experience in education was not working for them in today's world. We knew we had to support their voice and radically reinvent the way we approached learning together. When preparing for this presentation, we all agreed that the greatest concern we see in our current system of education is the lack of student voice and ownership. Today we are going to be hearing a brief overview of our program as well as stories from a coach, an alum and current staff member and two current One Stone participants about how One Stone has helped raise their voice and empower ownership in their learning and coaching experiences. We hope you enjoy the stories that we have to share.

Regan 00:54

We are going to kick things off with One Stone intro I want to start intro is a way for us to get to know each other a little bit better in a fun way. We share name pronouns, job or grade and a fun question. Our question today is what are three to five adjectives that describe your high school self? Please put your intro in the chat as we all verbally share.

Jenevive 01:21

I can start my name is Jenevive my pronouns are she they I am a Lab 51 alumni and current development intern and project good coach at One Stone. Five words I would use to describe my high school self our funky fierce curious, charismatic and reliable and I will popcorn to Jesse.

Jesse 01:44

Jesse Ross. I'm a coach here at one stone I use the pronouns he him. And if I think way, way back of my One Stone self, my high school self that is I wish I was that one stone would be wide eyed, bold and blooming. I'll pass it to Mackenzie.

Mackenzie 02:05

Thanks Jesse. My name is Mackenzie Link. My pronouns are she her. I am a student at One Stone and planning on graduating in 2023. And the words I would use to describe myself are bold, adventurous, silly, and hardworking. And I will pass it, Reagan.

Regan 02:24



I My name is Regan, I use she her pronouns. I'm a current student at One Stone 51 intending to graduate in 2024. And I would describe myself as ambitious, empathetic, hardworking, persistent and uplifting. And I will pass it to Caitlyn.

Caitlyn 02:49

Hi, I'm Caitlyn Scales, my pronouns are she her. I'm our development director at One Stone and the adjectives I would use to describe my high school self are adventurous, curious, the social butterfly.

Jenevive 03:05

As you all put your answers in the chat, I will start by sharing a little bit about what one stone is. We are a student led and directed nonprofit that makes students better leaders and the world a better place. Our program empowers high school students to learn and practice 21st century skills through experiences service, innovative initiatives, social entrepreneurship, and radical reinvention of learning. One stone does not charge membership dues or fees, ensuring that our programs are accessible to any high school students. Our purpose is that we believe in the power of students. Our mission is making students better leaders and the world a better place and our vision is forging an army of good for good. One stone is designed by high school students, for high school students. It's a place where learners are in the driver's seat, founded in 2008. One stone is a student driven nonprofit that empower student voice and provides high school students with transformative opportunities to drive their learning, practice relevant 21st century skills and engage in purpose driven and passion based learning. One Stone programs include eight innovative studios and labs that provide no cost opportunities to hundreds of students across the Treasure Valley each year. Since the experience of COVID-19 began and we have also started to open our studios and labs to young people outside of the Boise area as well. Our studios and labs consist of lab 51, our lab that transforms the high school experience; project good a social change lab that uses the transformative power of empathy through service; hatch, an entrepreneurship lab an incubator for student driven ventures and ideas; two birds, a creative studio and student run business where entrepreneurs are forged by design; ripple, an audio Studio for music performance recording and podcasting; Foundry and maker space studio that fosters creative competence through digital and traditional technical skills; catalyst and multidisciplinary and multimedia art studio that sparks creativity and change in the world, and current cyber lab developing skills like coding, cyber security, electronics, engineering, Ai, VR, and game design. The impact of these Studios on labs touch the lives of 1000s each year, including community partners, direct project recipients, and families in multiple regions of the greater Boise area.

Jesse 05:41

Thanks so much for that overview. Jenevive. I have the great privilege of working and learning alongside young people at one stone every day, as we explore passions make sense of the world around us and provide support for each individual's use their voice with confidence. I'm



going to share now a short video with a few of my thoughts on my background and experiences here at one stone.

VIDEO 06:06

Before coming to one stone, I bounced around from various progressive educational opportunities and also furniture making so interesting combination. I worked at community college in Seattle for a number of years and theater and English language arts instructor, and then at a private high school in Seattle, and made my way down to San Diego, where I worked at High Tech High, which is known for being student driven and project based and really innovative space. At the end of my time there though, I decided that I was done with at very least high school education. I wasn't interested in pushing anybody to do anything they didn't want to do. My interest in learning was always collaborative, or side by side in, in trying to convince somebody of something they weren't already excited about. My wife told me one day that I had to check out this place one stone, and I was skeptical at first. But upon walking into the space, I realized that there's something different, I could immediately pick up on the fact that the students here were here because they were curious, not because somebody told them they should be. And they had an ability to immediately pull me into their enthusiasm and their excitement. And I knew I found a great opportunity for the next part of my life. Being part of the one stone community means so much to me, largely because of this paired characteristics of vulnerability and acceptance that thrive here. I feel like we all push each other to be our authentic selves. And that means failing, frequently, failing publicly, putting ourselves out there, and not worrying about how we're going to come off or how successful we will be. And that's only possible because we know that those efforts will be rewarded. Building relationships with students and other coaches at one stone is the thing that we do, if we do nothing else, it's those relationships, they create one stone, my ability to connect my advisees in with my peers is what makes us unlike any other place I've experienced. We know each other well enough to push each other, to be able to take risks, to be able to follow wild inspiration, and not know what comes next. It's what allows us to laugh and to cry around each other. Because we know we have each other's back in so many ways. And that doesn't happen by accident. So the fact that we build in opportunities for, you know, risk taking, vulnerability, connection. It's how we start every year, two weeks, when everybody else around the country might be diving in and kind of get a jumpstart on standardized test prep, we say what's not practical, and let's make sure that we spend some time together in the woods, let's talk about our life stories. Let's really feel like we're on solid ground, or at least creating those foundations so that we can get the rewards down the line that's gonna be multiplied so much more than if we were just focused on academics, we focus on relationships, and then that allows us to thrive in academics but also more importantly, in life. One stone is unique and special. Because we walk the walk and talk the talk when it comes to being student driven and believing in the power of students. I think it's easy to say that we want our students to lead the way and then put up all kinds of barriers to stop them from failing or taking risks and let them make decisions within such narrow confined spaces. That's not at all what happens here. We get behind their ideas and champion them. And



one of the great ways we do that is we put ourselves as coaches in a position to not be able to be experts. Being a part of the one stone culture has impacted me by in the best possible way, reducing my ego, making it so clear to me that I'm not the center of what goes on here. And it is not important that I be an expert, or that I have the right answers. It's important that I learned how to support those around me and be their inspiration, how to get out of the way, how to pass the mic to them, how to amplify their voices. That impacts me everyday here, but it also is the same in the rest of my life.

Mackenzie 11:06

Thank you, Jessie, for sharing that insight inspiration. I would like to share how some of what Jesse, Jesse shared about the culture of learning at one stone has impacted me and why that matters. So I'm going to talk about immersion, which is one of the academic experiences we have at one stone. And an immersion is basically where a coach picks a topic that they're passionate about, whether that is birds, or writing or water or politics or equality, any number of things. The coach picks something and then students opt in, and we have three, usually three to four weeks long, and we opt into them. And what is unique about this type of learning experience, as opposed to like a classroom setting is students get to create guiding questions. And a guiding question is, you have this overarching topic of say cybersecurity, the student gets to pick inside that a guiding question and a focus. So I'm going to talk about an immersion I had called testing waters. And my guiding question was, what are the pathogenic viruses that spread through fecal oral meats, which admittedly is a little bit gross, but it's really cool. So this immersion testing the waters was all about our local river, the Boise River, and that guiding question doesn't sound like it has anything to do with water, but in a roundabout way it did. So, um, in this experience, I started researching viruses. And I was really curious about viruses. Some of which is because of the pandemic we are in and some of which is just a curiosity that I've had. And very quickly, I realized I was in way over my head. I am, I was not super knowledgeable about biology. And so I was like, Okay, let's go back to the beginning. Let's look at cells. Like what I knew about cells isn't mitochondria is a powerhouse of the cell, right? And so I start doing my research on cells. And, you know, I was, had no idea where to start. But I was given from the coaches that were a part of that project, I was given coach support. And one of the coaches, Allison gave me a book and she was like, here's a biology book, here's the, here's the chapter on cells, here's the important parts, let me know if you need any help. And throughout the whole project, I was partnering with coaches and like reaching out being like, Hey, I don't understand this. And that's when the coaches come in and give you full support. And that's I was given resources. And that was the ownership of the project is like, being like, I don't know what viruses are. And I don't know how cells work. And I don't know how the two intermix. And I was like, help me. And so I was given the resources. And that's what Student Voice is, advocating for yourself. So one of the coolest things about this project is that that wasn't my original guiding question. And my original guiding question was asking if there were human feces in our local river and if there were any viruses that exists in the feces that affect other species in the river. And through this process of research, researching cells and viruses, I



got really interested in pathogenic viruses that spread via the fecal oral route, which is Yeah. So I changed my guiding question and that is something that is super unique about it. This, like, acid here at one stone is like, you don't pick your guiding question and then you're stuck with it. It's not like you can't change it. It's more like, what are your passions? What are you? What are you curious about and follow that. So that's what student ownership is. It's about learning your interests and finding your passions. And that's how we at one stone have brought up student voice is encouraging them to take control of their passions and their interests and their curiosities. So I will pass it off to Regan.

Regan 15:47

Thank you, Mackenzie, for sharing your story. I agree that the freedom we get to have when we explore learning has absolutely helped me feel more empowered. Excuse me, helped me feel more empowered to stay curious and have more meaning in my work. Lately, I've been reviewing applications for incoming lab 51 students, which has caused me to think about what led me to lab 51. I believe that was February of 2020, right before the pandemic hit. It couldn't have been more than two weeks of more than two weeks before schools let out. I taken part in the Socratic seminar at my middle school. There I was notorious for extended excelling at Socratic seminars. I was able to argue for whatever point I wanted, I wanted to without ever exposing where I actually stood in the subject. I loved having control over what I did. I love being able to direct and have a voice. At the end of the day, I had gone home to eat dinner with my family. I was talking about the Socratic seminar to my parents. And because I was still in the mood for debate, and my ego was boosted by reputation, I decided to debate my parents on the same topic I talked about at school. To my surprise, I had done pretty well. But I didn't get the same feeling of a happy and prepared debate that I got with my classmates. Instead, I was met with you don't know anything yet. You're just a kid. You'll understand when you get older. I remember feeling still, like the world had stopped and waited for me, stopped and waited for me to take in my parents statements. I wanted to react, I wanted to tell them that they were wrong, but the words couldn't find their way out of my mouth. Instead, I got up and ran to my room. And that's where I stayed for the rest of the night. I hated feeling stuck in a world of having so many ideas and passion and grit and drive, yet having no place for them to go. I had friends who depended on me to be there for them 24/7, and not express myself in any sense. I had teachers who held power over me, every move that I made in my future. I thought that I had parents who thought I I thought I had parents who didn't support my voice until I got home the next day. My mother sat me down, apologized to me, and out of nowhere, she showed me the school called one stone. She said that she saw that I had ideas and thoughts that deserve to be respected and heard, and that she thought the school would be a great fit for me. So I applied. And I worked hard. I felt that I didn't have any other choice. I couldn't stay in any school that silence me for four more years. I gave endless thought and effort into my application. I woke up one morning to my mother excitedly telling me that once stone had selected me for an interview. I was excited but nervous. Interview time came and went and before I knew it, a box at my front door arrived with lab 51 in big letters on the top. I hurriedly opened it and found a letter saying



that I was accepted into one stone's lab 51 I ran to my room to allow myself to freak out for a minute before looking through the rest of the box. Later, I got rid of everything that reminded me of the empty feeling I got from my old school and started my first ever tournament lab 51 with a fresh slate and a desire to use my silence voice after so long. Nine months have gone by since the beginning of the term. I've changed so I've changed so much as a person. And I've loved every second of growing into the person I've become. Now today. I'm asking you the audience to see students as not your inferior, but someone else living on this planet earth with their own thoughts, ideas and stories.

Jenevive 19:35

Thank you, Reagan. I love hearing how your experience has taken shape and this past year. My freshman year of high school I did not understand what voice and ownership meant. I remember being so unsatisfied and frustrated with the work I was doing. Because it didn't feel like it was my work. I felt like it was doing work for someone else's satisfaction and gratification. And I remember the first time being introduced to one stone. I did not believe it, I did not understand how kids can be so excited about school. it was really hard for me to look at school experience that was outside of my own. And understand that it can be a place of like inspiration and excitement, because I was just focused on getting in and getting out. I was actually bribed to apply to the lab school. And luckily, I got in. I remember my first week, I was like, oh, my goodness, what is happening, observing everything, and being so almost uncomfortable with the fact that I could lead a project by myself and I could direct a project and I could take it wherever I wanted to go. And I just kept expecting someone to be like, Oh, yes, but you can't do that. Or like, Oh, yeah, yeah, good job. But no, no, you can't do this. I was just waiting for someone to like, you can do everything. But you can't do this. And you can't do that. And that never happened. And a really pivotal experience for me was something called you rock. I remember a coach sharing a story about an old one stone tradition called you rock where someone in the community would be chosen each week as you rock, and everyone would share why they rock why we love them, etc. And I was like, oh, my goodness, you should start that up again. Like, we should start doing that. And the coach looked at me and they're like, Okay, go ahead. Go ahead. What do you mean, like, what am I gonna do? And I remember having a conversation with them about like, what does that mean for me to, to start this or to do this? And they were like, well, like, What do you need? Like, I don't know, what do I need? And they just, like, challenged me to, to find the answers for myself. Um, and then I started it and it's been going on for the past five years, four years, five years, something like that. Um, and that was kind of the snowball into like, Jenevive student voice like Jenevive ownership. And then from that I did everything I could possibly do. I was in the building all summer long, all the time. opting into all the experiences I could volunteering for as many projects as I could. I got on the board of directors, I would enter still here, I haven't left. But all that to say is because I'm through mentorship through trusting my voice, which came from adults, coaches, peers, trusting my voice, I was able to find passion in what I was doing, and find voice, my voice within my work. And and I can say that all everything I'm doing I'm crazy about and passionate about. And that



belief of ownership and voice has trickled into every aspect of my life. And I am so thankful to one stone for that.

Jesse 23:37

We've had the privilege of sharing our stories with other schools, organizations, students and adults since we started the lab to do one program in 2016. There's so much happening at one stone every day makes learning accessible, relevant, and driven by individual passions. We wish we had time to share even more. But for now, we'd like to invite you to ask questions, share thoughts, and make the commitment to reimagine how you engage with young people. Our best advice in,

Mackenzie 24:09

invite and empower youth to look at learning as exploration of their curiosities and passions.

Jenevive 24:18

To you, challenge yourself to find solutions to issues you face and to adults trust and support young people as they work at their own pace and in their own way.

Regan 24:30

Listen to your voices and insights. take the leap you need to be your best self.

Jesse 24:39

All of these calls to action are part of our hands down voices up ongoing movement that we started in 2019. And it's more vital than ever. Please stay tuned for upcoming events related to hands down voices up we'll keep you in the loop.

Caitlyn 24:56

And finally, thank you for having us. Thanks for being here and be sure to stay in touch along the way. Here's some ways to connect with us in the future. Thanks, everyone.