

The Hitchhiker's Guide to HackerCamp

The Jerusalem HackerCamp is first and foremost an educational project.

We create a Community of the Mind. That community puts our students in the pilot's seat.

We teach them to think critically and independently, in collaboration, making space for everyone's voice.

In this mission, we do projects in robotics, engineering, arts, sciences, and more.

If this interests you (or will interest your child) then you should read on.

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Why, When, Where, Who, What, How

Why do we run TLW ?

You are probably reading this to see whether you think our summer camp and your child/ren are a good fit, so this is probably not your first question.

But we want you to know that EVERYTHING here comes from our “Why.”

If it IS your first question, then

- a) Fifteen bonus points for you!
- b) Please find a brief description of our “Why,” and of many important goals for our students, in Appendix I.

If you want to know the (also-important) practical stuff like, ‘Who are your students?’ and ‘What time does camp start?’ then read on.

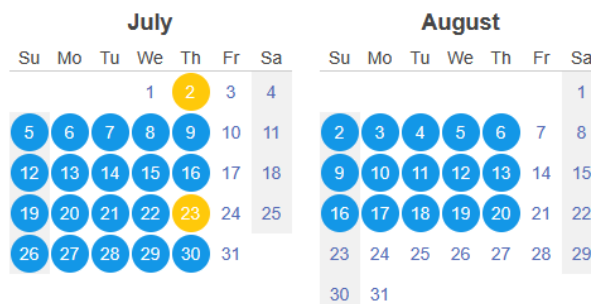
When?

The Jerusalem HackerCamp runs weekly, from Sunday to Thursday, for seven weeks.

JHC 2026 runs from **July 5th to August 20th**.

Camp runs from **09:30-15:00**. But some activities start early, and some end late. We might have fieldtrips (read about this below in ‘How’) which might start earlier or end later. There is almost always a nighttime activity Thursday, and sometimes there is a sleepover Wednesday, and early dismissal Thursday.

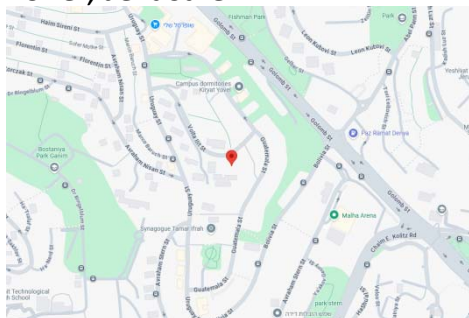
Registration is by full week, starting Sunday and ending Thursday (it is not possible to register from, say, Tuesday to next Monday, or, say, for 2 days). We also do not allow registration **only** for the last week.



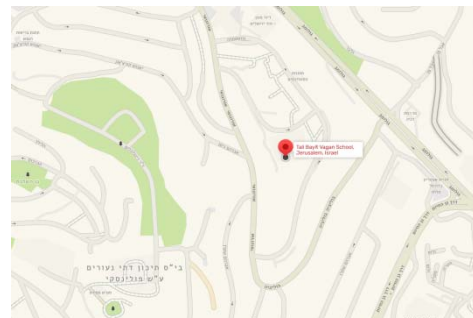
Please note that July 23 is a fast day according to the Jewish calendar (this year, the fast day on July 2 will occur before camp starts). On fast days, camp will run with a program appropriate for these days.

Where?

This year, HackerCamp will take place at the Tali Bayit Vagan School, 12 Volta Illit Street, Kiryat Yovel, Jerusalem.



[Click here to open Google Maps](#)



[Click here to open Waze](#)

Who?

Who makes up TLW and HackerCamp?

The Core of TLW's community is the Senior Staff (Ariel and Shaiel), and the Junior Staff. We assemble — and create — the most magnificent staff imaginable, a community whose purpose is to run The LearningWorks, and The Jerusalem HackerCamp. Every summer's staff has been The Best Staff Ever. TLW's Community is our Core, all of our Students, and networks/connections between them.



Who Are Our Educators?

Shaiel Yitzchak made aliyah from Washington DC in 2001 and served in the Israeli Air Force from age 29-34. He is a licensed teacher in Israel, he has taught robotics at Hebrew University and in many schools across Jerusalem (and also, has taught maths, physics, English, and been a מתוך כיתה). Shaiel has 35 years of experience in formal and informal education. In 2008, his future as a chef in Indian cuisine was disrupted by some parents who demanded he run a summer camp for their children. So, with 8 kids, a laptop and some LEGO, he started TLW.

Shaiel is fascinated by collaboration, by equitability, by flow, the growth mindset, and by whole-mind education. His main goals are to run the summer camp he wishes he'd gone to as a kid, and to make some really great aloo gobi.

Ariel Hershler joined The LearningWorks in 2014. He made aliyah from Amsterdam in 1984, served in the IDF from 1988-91, holds an engineering degree and is a certified teacher. He also has over 30 years of experience in education as well as in high tech.

Ariel's methods for teaching OOP to children have been written into the Ministry of Education's science curriculum. He is deeply moved by the child's ability to overcome their own barriers and to adapt. He mostly hero-worships Ferb, but some days he hero-worships Phineas.

Who Are Our Junior Staff?

Our junior staff are diverse in some ways Ariel and Shaiel are not. Some are at the end of high-school or have graduated; some are post-army/national service; most are not, but some are married, and some are parents.

Our staff possess a wide array of passions and interests, which opens many new dimensions for TLW's community (and in HackerCamp).



When choosing our counselors, we look for their ability to see deeply into children and recognise their potential. We look for role models who are passionate about their identity, and who bring out the best in others.

HackerCamp teaches a strong work ethic, so our staff must exemplify this to our community. If your child spends the summer at JHC, she or he will be in contact with people they will admire deeply.

HackerCamp has a great staff/student ratio, probably the highest that can be found in Israel (it's about 1/4, though some weeks it's 1/5, and some are 1/3). Oh and, the staff are pretty fun to be around. . .

Who Are Our Students?

Our student community is made of boys and girls, from 6–16 years old. We are Jewish, Christian, Muslim, we've had a few atheists. . . We are secular and religious, scientific and artistic, Hebrew speakers and English speakers (in fact, [link]read below about language). You can expect your child to work with peers from backgrounds completely different from their own, (though most of us do share some background as true Geeks).



We want students looking to be engaged in their own learning process. Academic background is good, as is experience in things like their school's robotics team. But these are less important to us than drive to learn and fascination. Technological, scientific, artistic, or mathematical inclinations are also nice, but like geekiness, they are not required. That said, if the right student applies, and they have a curious mind, then we can take care of the rest.

Applicants are interviewed. The fact that you're reading this suggests we are a good match. But this is a big decision; your child should ask us some questions in person, and we will ask some of her/him.

HackerCamp is built on three levels of safety: Physical, Emotional, and Intellectual. Everyone at camp must feel comfortable, and at-home. Some of our students are boisterous. Some are quiet, but MOST are in-between. A main pillar on which our community stands is having space, CREATING space, for the whole range of us. We choose students who are able to take up some space, and who are able to make space for others.

Age

Our students range in age from 6 to 16. When we put groups together, age is one of many considerations. But we do not group students by age. A nine year-old may work on a team with mostly fourteen year-olds, because they agree that the wheel-base of their design will work best with thin tires of large diameter. Similarly, you may find your fifteen year-old working with someone younger, who agrees about an issue of social intelligence. In general students should work well with other ages because, while we don't ignore it, it is not our first priority in who works with whom.



Language

Go ahead — ask us whether students “speak Hebrew, or English at HackerCamp?” Because, if you ask the question like that, we can answer, “Yes!”

In general, language should not be a barrier for participation in HackerCamp. All general announcements are made in Hebrew and English. About 80% of camp is fully bilingual, with the other 20% being students who weigh very heavily either towards English or Hebrew.

Up to 15% of HackerCamp’s students are from outside of Israel.

Our staff is bilingual. And a small number of students don’t speak Hebrew OR English. (Fun stories, ask us about them sometime!)

A project will usually be run in either Hebrew or English, unless it needs to run in BOTH. (Alternatively, a counselor may be assigned to translate... Did we mention our staff/student ratio of 1/4?)

You should NOT send your child to HackerCamp to be exposed to another language; it’s great when this happens, but it is not on the map of our goals, and we are not going to devote resources to this. Kids choose the projects they choose. We WANT them to choose their projects, and, we don’t want language to be a reason why.

Dress Code

The Jerusalem HackerCamp’s dress code is very strict: Wear clothes.

Okay, we don’t really have a dress code. We don’t consider bathing suits to be clothes, so don’t wear those (unless we’ve told you to send bathing suits one day. For some reason.)

We would prefer you NOT to wear clothes with political statements, or advertising; But we won’t send someone home for that, they just might mess up an otherwise amazing photo for the yearbook.

If we needed to tell you not to send your kids to camp wearing foul language on their clothes, you probably wouldn’t be reading this document.

On field trips students must wear a (freshly laundered!) camp shirt. (If someone forgets they get a HUGE camp t-shirt for the day (the Shirt of Shame).)

Some destinations have their own dress policy, which of course, anyone participating in the trip must follow.

There is one point on which we wish to be very specific regarding dress: We have both boys and girls at our camp. Not all (of our) girls wear long skirts and/or long sleeves all the time. We are not going to ask them to do this. If that means our camp is not for you, then we respect that. But our dress code is still: Wear clothes.

What Do We Do?

Remember the bit above, about 'Why'? This is probably the place it matters the most. See, you might THINK we are a summer camp for robotics, arts, and other STEM and thinking projects for Geeks. . . but actually, we are an educational think tank. With diabolical plans for world domination (muah ha ha). We want your kids to dominate their own education instead of sitting on its sidelines, while it 'happens' to them.

HackerCamp cultivates students to become more independent thinkers. We grow innovators, we help them break boundaries (especially their own, internal ones), we help them think critically. We help our students raise their expectations of themselves.

We make their role in their education less REactive and more PROactive; We want them to switch easily and effectively between the roles of Passenger, Navigator, Pilot and Captain.

We want our students to have/make space for what others have to say and teach, and, sometimes to recognise, that THEY are the 'others,' who have something to say. (Let's acknowledge that most of us are not born knowing how to balance between these.)

The best way we have found to accomplish all these things with your children, is:

To facilitate a safe, yet powerful, Community Of The Mind, whose time and energy are spent, happily, on engaging projects of expression, analysis, deep learning, and creativity.

And always, ALWAYS, collaboration. We design our projects to be too much for one student to do alone; they see that they need each other. They learn that the end result is greater than the sum of each individual contribution, and are able to point to their accomplishment saying, "I added THIS PART of our success."

We engage the whole mind, in symphony: Creativity AND Analysis, Mindfulness AND Emotion, Planning AND Adaptability, Talents AND Skills, Cutting Edge AND Oldschool.



We aim to increase our student's confidence and resilience — to strengthen skills they already have, to grow new ones, AND ALSO encourage them to step out of their comfort zone.

How?

What does a day look like?

The day starts with The Rundown, delivered by Staff (and sometimes by students). The Rundown explains the projects offered today; WHO'S doing what, HOW they'll be doing it, and WHERE it will happen. Campers then break for snack, talk with their friends, and independently select their project for the day.

Worth mentioning: Not all kids automatically know what they want to do after The Rundown. *They are kids*; it is perfectly acceptable for them to not know, or be able to articulate, what they're interested in today. In our experience, kids choose based mostly on a) What are their friends doing, b) Which counselors are facilitating, c) what are they interested in. . . but they can choose for any reason, and when they have trouble, we help them.

(And because we have mentioned snack, we are just mentioning that all food brought to HackerCamp must be certified kosher, no matter how you observe (or don't) your religion.)

We work together on our projects until lunchtime, for which we (mostly¹) break together. Sometimes we update the camp on noteworthy things we've revealed, doing our project. Kids don't like to stay at lunch for too long, but we make them take about 30 minutes away from their projects; the break is valuable both socially and pedagogically. Then they go back and keep playing, er, working, on their projects.



About 40 minutes before the end of camp, projects are wrapped up, and we clean up the (typically significant) mess each project has generated. Clean up is part of the project - no one is exempt; your child should be prepared for this, though truthfully, they manage to have fun with it anyways.

As soon as cleanup is finished, we move to 'Synthesis,' during which each project is shared with the whole of camp; their achievements, their mistakes, their lessons, et cetera.

Then, we get dismissed and go home for the day. . .

So we can start it all again tomorrow!



¹ Once or twice/week (with 45 projects/week) a certain project is in such a groove they'll work through, and have lunch later. There are good social reasons for breaking together, but occasionally the process warrants it.

What are projects like?

We focus a lot on opportunities to invent, design, create, and build. We also run improv comedy, game creation, worldbuilding, and. . . We also practise debate and elocution, biology experiments, research projects and presentation delivery. . . And sometimes we blow stuff up.

We have both telescopes AND microscopes; and we like what this metaphorically represents. We have, and use, physics and chemistry lab supplies, lasers, lots of Arduinos and Raspberry Pis for our crazy ideas...

We probably have the best robotics lab in Israel. It includes 2,940,000 LEGO elements; our students can create a city in which 56 robots operate 24 trains and other vehicles too, simultaneously on roads and tracks (up to 600m of track!).

It's nice to have 3m LEGO elements at your fingertips; But the real value of the lab is that those elements are accessible, and useable. Maintaining the lab is like cleanup; it's part of USING the lab.



The LEGO room, the Pink Room (industrial design lab), and JARVIS (the computer lab) generally stay in their same locations for the summer. The other rooms might be used for liquid nitrogen ice cream, LEGO stop motion movies², or painting a rich and intricate mural of references to our favourite fandoms and universes. Other projects have included the design and engineering of Library Shoxxes ("Shoxx": A modular SHelf system, which is also a Box. To organise and store our Geek Library).

We have built catapults, both on the scale of popsicle sticks and plastic spoons, for accuracy. . . AND on the scale of 2x4s and inner tubes. (We are assured, these were 'for distance.')

We teach principles of object-oriented programming, and have done a great many programming projects, like making (and playing) our own computer games, creation of our own Minecraft mods, and others.... We have made working pinball machines out of pizza boxes, we have made two old microwaves into a welder. We have made an interactive, projected-in-real-time 3d topographical map with a sandbox, a projector, and the camera array from an old video game console. And we've made a plasma cannon.



² See our YouTube channel: <https://www.youtube.com/channel/UCMI9bhVqWurbiviMf3i-jpQ> (It's private, and please don't share the link.)

We have run a full-week, Model UN-style project, in which students were delegations from various fandom universes. (It was called The Model United Dimensions, or, MUD). As often happens with a huge project like this, other projects that week supported MUD, designing logos and livery for each delegation, filming their plenum, building their podium, et cetera.



We have taught (and compared) various methods for solving The Rubik's Cube, we've taught juggling, sleight-of-hand tricks and card tricks, we have played D&D (and have created our own gaming platforms), and we have baked cookies as science experiments. SO many cookies, thousands of them, and we've SAID we'd never do it like that again but of course, we always do. . . Oh, and we have discussed our research on copyright laws with the corporate attorney of Lucasfilm. (Actually, she was equally interested in discussing lightsaber colours with us, which was still a great conversation!)

You might have guessed that our roots are in the sciences, robotics, coding and innovation. They continue to be strongly represented as HackerCamp projects. But these are means; HOW to get where we're going, but not WHERE we're going. The common thread in our projects is that they're all able to engage the minds (and sometimes the hearts) of our students. THAT'S where we're going, whether we do so with robotics, with history, with visual arts, science-in-the-kitchen, with hand-tool maintenance, book clubs, egg-drop-challenges, plasma cannons, or economics.

The Staff rewrite our used projects, and create many new ones, every summer, according to the needs of our students. And it is worth knowing that many of our best projects over the years have been initiated by our students. So, your child has a great idea for a project? THEY SHOULD TELL US! We may edit it before using it.³ But if we can use it, we will.

Since you're going to ask: In appendix IV, you can see a typical weekly schedule from last year. But no, we will not release this year's schedule to you in advance, don't ask. This is largely because we know WHAT we'll be doing, but we haven't yet decided HOW.



³ (Part of a real HackerCamp conversation: "Yes, that is a great robot-dinosaur-boxing-champion-chef-who-shoots-marshmallows. But no, we are NOT going to teach you how to make it flatulate.")

Field Trips

Our field trips are Amazing (with a capital 'A'). Whether a particular field trip happens depends mostly on what we can safely, and legally, do (see below).

We have strong relationships with many companies we'll want our students to visit, and with some factories, and various other industrial or technological destinations.



Whatever field trips we are allowed to do this summer, you should NOT send your child to HackerCamp expecting them to go to football games, on roller coasters, or to water parks. A desalination plant is more up our alley. Or perhaps, to the football stadium itself, while its team transitions it between concert-mode and ice-skating mode, so our students can talk logistics with the management team. And maybe go ice skating, also.⁴

We have gone camping in the past. Everyone who remembers this misses it - even those of us who didn't love camping before those trips. If possible, we will do this again. If not, then maybe we'll have some sleepovers. And we are not making any promises (again it depends mostly on safety) but, a few years ago, there was a curious incident involving a giant inflatable waterslide. And a moonbounce with bungee jumping. (For a deeper understanding of velocity and acceleration. Obviously...)



⁴ Sometimes, during announcements, Shaiel will say something that doesn't make much sense then. Like, 'Oh, everyone bring 2 extra pairs of socks tomorrow.' When he says stuff like that, you should listen to him.

Growth and Leadership at HackerCamp

The Jerusalem HackerCamp works with students ages 6-16.

CITs: Students who will be 16 years old as of June 20th for that camp year may apply to be CITs (Counselors In Training). We give preference to CIT applicants from previous students, before taking 16 year-olds from outside of camp.

Legally speaking, CITs are students like any other 16 year-old at HackerCamp, but they also participate in leadership training and almost all staff meetings.

Select, full-term CITs — who also commit to being counselors the following year — will have their tuition paid by The LearningWorks.

The time to apply for this is ~February/March (though some crazy students have done so in September!) CITs are interviewed rigorously. We can share more info about this with you, if it's applicable.

(We are aware the whole country ignores child labor laws for hiring 16 year-olds (and 15 year-olds. . . AND 14 year-olds!) But TLW does not. Hiring and employing someone younger than 17 is very difficult to do, within the boundaries of the law, even though these laws were made to protect children at risk of more dangerous things than what counselors for educational summer camps are exposed to. Even if one were to ignore all the laws, hiring a 16 year-old also makes insurance prohibitively expensive (and invalidates it). In short, we wish we could do it for you, but we don't do that.)

Counselors: If you want to be employed by TLW as a counselor, you must be 17 years old as of June 20th. If your birthday is June 21st, we're sorry, but you should work at a camp which follows laws differently than TLW does.

We hire about one counselor for every ten applicants. They are interviewed at least three times, by different members of Staff. Counselors are TLW employees with full benefits. When hiring counselors, we have a preference to take our CITs from last summer before hiring from outside.

To be a counselor, you must participate in all two weeks of staff training, and participate in all seven weeks of HackerCamp.

So, if your child is "fifteen, going on sixteen," as of June 21st or later, we'd love to discuss their being a CIT with them. Please find the nearest TARDIS, Delorean, or your preferred method of temporal displacement . . . go back to the time of their birth, arrange for them to be born a few days earlier, and come back to the future. Then we can talk.

Jellybeans

This information is a number of years old, at this point, but we still get asked, so here is what you need to know:

Yes, we've done it. It was very complicated but it worked, and everyone was really happy.

No, no one was hurt.

NO, we are never making jellybeans again. Ever. Don't Ask.

If you ask, we won't let your child come to HackerCamp.

REGISTRATION

Our application was made by our students, and we are very proud of it!

To register, parents and students download the [application form](#).

From this point forward, registration is different for new students, and for returning students. Please carefully follow the directions applicable to you!

A returning student is someone who has been interviewed and accepted, and who has already participated in HackerCamp, or who has already participated in ThinkHigher, (our school-year program).

Application process for new students

New students are students who have not yet participated in JHC or in ThinkHigher.

The Jerusalem HackerCamp is not open to the general public. Each new student must go through our application process, as follows:

- Download and complete the entire application form.
- Email it, and all its supporting documentation (including vaccination records for all childhood vaccines (including corona vaccines) delimited by the Israel Ministry of Health) to application@thelearningworks.org .
- After receipt of the filled out and signed application form together with all the other accompanying documentation, you will receive a link to schedule a personal interview for your child.
- After the interview, you will be notified whether your child has been accepted as a student in Jerusalem HackerCamp.
- If accepted, you will receive an email with a payment request, which includes a link to our online tuition payment system.
- After payment, you will receive a tax invoice and receipt, as well as a Welcome to HackerCamp email with specific information on how to prepare and be ready for the first day of camp!

Registration process for returning students

Returning students are students who participated in Jerusalem HackerCamp or our after-school activity ThinkHigher, in the past. These students do not need to fill out the entire application; their parents just fill out the first page, parents and student answer the questions as indicated on the application form, and parents and student both sign the contract on the last page. You still need to provide the requested accompanying documentation (including vaccination records for all childhood vaccines (including corona vaccines) delimited by the Israel Ministry of Health). Email it to application@thelearningworks.org .

After receipt of the filled out and signed application form together with all the other accompanying documentation, you will receive an email with a payment request, which includes a link to our automated online tuition payment system.

After payment, you will receive a tax invoice and receipt, as well as a Welcome to HackerCamp email with specific information on how to prepare and be ready for the first day of camp.

ACCEPTANCE AND DISMISSAL

After reviewing and discussing the interview, together with the filled out application form, we decide regarding the acceptance of each applicant to JHC. We will notify you of our decision by email.

Generally, returning students don't interview again (but some cases are exceptional, please see below).

Dismissal

HackerCamp can only function on an extraordinarily high level of safety. We guard the safety of our students and of the community. As such, every student's behavior is carefully monitored and is subject to discussion in our twice-daily staff meetings. Students whose behavior goes against the rules of our three levels of safety (Physical, Emotional, and Intellectual) or, who cause others physical, emotional or intellectual harm are subject to immediate dismissal from camp, without any refund of any tuition. The same is true for students who disobey counselors for any reason.

Students dismissed from camp cannot return to any of our programs.

If this sounds very serious, well, IT IS. And, it is very rare. But it's important this is on the table.

We are going to keep all the students of HackerCamp safe, and any student who damages the safety of others will not be allowed to continue in our community.

Exceptions to interviewing and acceptance rules:

- New students who interviewed at an early age, and were too young (intellectually, emotionally) for HackerCamp or ThinkHigher. When submitting a new application, we may ask them to interview again. (Generally, this applies to some 6 and 7 year old students.)
- If there is a significant gap of time between a previous student's enrollment and today, then we may ask them to interview again.
- On a rare occasion, a student we have accepted requires significant guidance and/or growth regarding their interactions with others, or with the community. We want our students to succeed, so we might not have dismissed them in previous years.

But if such a student applies this summer, it's possible one of these possibilities might happen:

- We might ask them to register for a conditional period. During this period, staff will determine whether the student may extend their registration for additional weeks.
- We might decline their registration if they showed insufficient willingness and/or effort to improve their conduct with others, and to interact effectively with the community.
- We note that all these exceptions are rare; but they are possible. TLW, the community and the individual work together, interdependently. It is worth mentioning this again: This can only be done at an extraordinarily high level of safety, and we are committed to protect all our students carefully and even zealously.

Tuition

Full-term (7 weeks) Tuition: NIS 7,200

Weekly Tuition: NIS 2,000

3 weeks: NIS 5,000

4 weeks: NIS 5,700

5 weeks: NIS 6,300

6 weeks: NIS 6,800

Supply fee is included in tuition.

Please pay attention to our **Refund Policy**.

Not included

The **cost of using public transport** to, from, or during HackerCamp is not included in tuition.

Lunch or snacks are not provided. (Okay, sometimes we provide snacks, like when a project involves molecular gastronomy. In the interest of science, of course, but for practical purposes, assume we don't provide snacks.)

If TLW administers a bus for a geographical area, the cost of that bus is not included.

Sometimes we order pizza during movie nights or sleepovers. Everyone pays the same amount (typically NIS 20/person). This is not included.

Since we are mentioning lunch and snacks, we remind you that any food you send to camp must be certified kosher. Likewise, if we're ordering anything from any supplier, it will be certified kosher.

Payment

The LearningWorks accepts Israeli-issued Visa and Mastercard credit cards. You will receive a link to a payment page by email (which you'll receive after we process the application and, for new The LearningWorks students, after receiving an acceptance email after their personal interview).

Refund Policy

- a. In principle TLW **does not issue refunds**.
- b. In special circumstances of Force Majeure, such as hospitalization of the student (God forbid) etc., we will consider the circumstances and the seriousness of the case and issue a suitable discretionary refund.
- c. In other special cases of serious incompatibility with the community and/or the program, we will consider issuing a discretionary refund. In any case the maximum refund will be 50% of the residual credit.
- d. The refund calculation will take into account the amount(s) that were paid, minus any payments which were not actually paid, and minus all irrecoverable expenses we paid to plan or cover the participation of the student in our programs.
- e. A refund will be issued only after receipt of payment by The LearningWorks. In case of payment by credit card, this means a refund will be issued only after the full amount has been received from the credit card company.

Please note:

Students who register and pay up-front for more than 2 weeks are entitled to the discounted tuition.

Students may extend their time at HackerCamp to additional weeks while at camp (provided there is space available), but they will then pay the higher weekly tuition.

However, new students are entitled to the discounted tuition even when extending, so they can register and pay up-front for one week, and then decide to extend while they are at camp (provided there is space available), at the same discounted tuition.

Appendix

The next few pages are expansions on ideas we discussed above, schedules from previous years, and activities we have done on various topics. (We are especially proud of the very last one - on Gender Bias. It may look boring compared to others (did you see that one of our FLL teams was part of creating a new species???) but even all these years later, that was one of our best activities ever.)

I - Why TLW? Projects we like, STUDENT GOALS

II - Link: TLW Creates a Species

III - Link: Gender Bias in Toys

IV - Schedule, Week 3, 2021

I - Why ?

Why run TLW ?

Whole-mind engagement

While systems do not share space or goals well, HUMAN LEARNING is inherently non-linear, emotional, and dynamic. The brain is a feeling machine which thinks. Except . . . for sometimes, when the brain is a thinking machine, which feels.⁵

Sometimes we think systematically. Sometimes we're in creative-process mode. We created TLW to teach our students how to make the relationships between these two into PRODUCTIVE relationships.

Pilots, not passengers

The world teaches children to be good passengers in their education. The LearningWorks wants students to be more active in their education. So we teach students other roles, and make them able to move freely and effectively between the roles of Pilot, Navigator, Captain, and (sometimes) Passenger. We want them to know when each is appropriate.

Share space effectively

We want students to make space for others, and to take up some space themselves. (Most people are not very good at either of these, and even those who are work at it.)

Wide and varied toolbox

Some tools can be used for many applications (hammer, callipers); some have one specific purpose (a lens collimator) but it typically does its job really well.

We want our students to have many tools at their disposal, to know which enables them to solve the problem best, and to know how to use their tools effectively.

Safe and responsible

We want our community to create and maintain its own safety, to be the safe incubator in which our seeds are nourished and developed. Everyone has a part to play in this; everyone is responsible for their safety, and also for everyone else's safety. They are responsible for what they do to others.

Community, Interdependence

The community is composed of individuals, and the tension between the 'good of the few' versus the 'good of the many' should be a productive tension. Many things must be true to enable this, and the most important things are about safety.

⁵ Notice our logo ("The Full Mind")? Created by our students, ~2010.

Continued Connections

We are a young organisation, so we have relatively few graduates. But most of those we have are exactly where they wish to be, in graduate school or career, in our army or in our national service, et cetera. Many have kept in touch with us and (more importantly) with each other over the years, and former campers often return to revisit their roots at HackerCamp; many of our best staff are JHC Alumni and Alumnae. Many report that their friendships from HackerCamp remain among their strongest.

We have many things 'modern society' would measure as successes to our credit; honours and prizes at many tournaments, innovations acquired by large corporations. . . our students have taken out patents and have named horticultural species. But we ourselves measure these friendships as our most important successes.

Projects We Like

We favour projects which engage with:

- Mechatronics/robotics.
- Coding/OOP /Hierarchies/Methods/Syntax.
- World building/Game creation.
- Design/Narrative/presentation.
- Engineering process and mindset - what to do with them, and how to do it.
- Drama/Improv/Fantasy RPGs.

But these projects are some of our MEANS. They are NOT GOALS.

Goals for our students:

- Raising their expectations of themselves.
- Sharing the roles of managED and managMENT.
- Validation of identity, especially Geek identity.
- Active role in creation of safety.

- Understanding some relationships between SAFE and BRAVE. Two examples:
 - Being brave enough to step outside of their comfort zone.
 - (Which increases the range of their comfort zone, and therefore, increases safety).
 - Conquering the fear of sucking at something new, and
 - embracing failure as part of the learning process.

- Creation of/responsibility for personal and community safety.
- Deep play, meaningful play. Working in 'flow.'
- Success measured by team-sport parameters, not by individual trophies.
- Healthy relationships between weaknesses/strengths, between talents/skills and
- Healthy relationships, in general.

II - Link: [Creation of a species - 2016](#)

III - Link: [Gender Bias in Science - 2017](#)

IV - Schedule for week 3, JHC 2021 (7/18-22)

<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
	<u>Full Day</u>	<u>Full Day</u>	<u>Morning</u>	<u>Full Day</u>
TISHA B'AV Board game repair 10:00-13:00	Mask Making with Phil, Eyal, and Hippo Keren in The Swamp	Intro to Pinky with Phil, Eyal, and Ruvi in The Pink Room	Psychoacoustics Reverse-field trip In Helm's Deep	Note: throughout the day, activities will break to sit in on and observe the MUD conference
	Building a Rocket or Fighting a Mummy with Matan and Bracha in The Pink Room	Intermediate Programming with Ariel and Isaac in Gringotts	MUD: Costume Design with Ariella, Shraga, and Dasi in Hoth	MUD Conference (UDSCI) with Shraga and Ayala in Olympus
	Intermediate Programming with Ariel and Ruvi in Gringotts (3 days)	MUD with Eliav and Ayala in Olympus (morning and afternoon, swap with S.A.N.D.)	Shoxes with Phil and Hodayah in The Pink Room (full day)	MUD Conference (UDERC) with Eliav and Ariella in Hoth
	MUD (Model United Dimensions) opening with Ariella, Shraga, and Eliav in Hoth	S.A.N.D. with Shraga and Ariella in Hoth (morning and afternoon, swap with MUD)	<u>Afternoon</u> MUD: Conference prep with Ariella, Shraga, and Eliav in Hoth	Aggression workshop with Ariel in Gringotts
	Costume Design with Hodayah and Ayala in Olympus	Rubik's Cubes with Matan and Dasi in Helm's Deep	Lego Sorting with Joey and Matan in The Lego Room	Lego building , Supervillain LAIRS with Adi and Dasi in The Lego Room
	Spaghetti Bridges with Dasi and Adi in Helm's Deep	LEGO Communication with Adi and Hodayah in The Lego Room	Ooblek (Non-Newtonian fluids) Dasi and Adi, outside	CONLANGS with Hodayah and Eyal in The Swamp
			Photography with Ariel and Ayala around campus	Shoxes with Joey and Phil in The Pink Room
			Artemis with Eyal and Isaac in Gringotts	<u>Evening</u>
				UNSTRUCTURED TIME at campus between 15:00-16:00
				Game Night at camp from 16:00-19:00. Pizza.