



Introduction

A Face. A Memory. A Day (Panim. Yom. Zikaron) is an artistic venture that commemorates the lives of fallen soldiers and victims of terror through animated short films.

Fragments of memory, small moments from the lives of the fallen that friends and relatives have chosen to share come to life on screen and offer a light touch of eternity. At the core of the project is the belief that these films can provide deeper meaning, personal and national, to Yom HaZikaron, with their focus on glimpses of life rather than moments of death.

Well-known and aspiring animators have captured memories of encounters and grace in the lives of the fallen. The project includes more than 40 films that constitute a virtual collection of Israeli national memory.

The films and educational guides are available on the website in Hebrew as well as in English, and a select number in the [Spanish](#) and Russian translation.

Guides

To commemorate Yom HaZikaron (Israel's Memorial Day for Fallen Soldiers and Victims of Terror) in a more meaningful way, Beit Avi Chai has created a diverse set of interactive educational curriculums for its A Face. A Memory. A Day animated film project.

Each curriculum includes descriptive overviews, activities, questions, and topics for discussion. Each curriculum is also purposely designed to be adapted in different educational settings for different age groups, with tools for educators and Jewish professionals.

We have no doubt that you will find this project as meaningful as we do. Should you have questions or thoughts that you would like to share, we welcome you to write to us at: remember.edu@avichai.org.il.

“When My Sister Grew Wings”

Activity Guide for Activity Guide for the Animated Short Film “When my Sister Grew Wings”

Facilitator Introduction:

Each of us is blessed with an imagination that is uniquely our own. Imagination fuels our creativity, allowing us to fill in the gaps in our memories so that we are able to vividly recall events and feelings from the past.

In this Activity Guide, we will explore the connection between imagination and memory through the story of Tali Ben Armon. Tali was a budding artist and a dedicated older sister. She bonded with her younger brother, Gil, through their nightly escapes into the imaginary worlds expressed through her art. Tali served in the intelligence unit in the army. Only a day after helping to thwart a terrorist infiltration, Tali was tragically killed in a shooting attack while on her way home.

Additional background information about Tali can be found [here](#).

The Activity Guide centers around these questions:

- ① Who was Tali Ben Armon, and how does her brother remember her?
- ② What role does imagination play in our memories?
- ③ How can memories carry us through difficult times, even if they are painful?

Goals:

Students will be able to:

- 1 Describe the life and story of Tali Ben Armon
- 2 Articulate the connection between memory and imagination
- 3 Reflect on how memories can help people through difficult times

Materials:

- Computer and Projector
- [Slideshow \(Appendix A\)](#)
- Pencils
- Paper

Note to Facilitator

- *Comments in blue boxes are simply points for the facilitator to consider; they are not intended to be used as scripted answers, nor are they intended to limit or stifle a conversation that veers in a different direction. These questions are purposefully broad and are designed to facilitate thoughtful discussion among the students. The comments can be used to aid the facilitator's preparation as a springboard for further thought, or they can be replaced by other observations.*
- When students share observations or conclusions about the films, encourage them to support their conclusions with specific elements from the film.
- Due to the sensitive nature of the material, please familiarize yourself fully with the lesson plan to ensure that the questions and activities are appropriate for the circumstances of the students in your class. The Activity Guide contains some options and variations to suit different needs; please adapt the questions and activities to the sensitivities of your students.
- In Part Three, options are given to allow students to process and answer questions in a more private manner. Depending on the needs of the students, you may wish to have the whole class do one of the options, or give students the choice. If there is less discussion, ensure that students are actively engaged in the writing options.
- It is important to note that not all memories have a positive, redeeming component. This lesson is not intended to discuss traumatic events in and of themselves; that should only be handled by a trained therapist. Be prepared to redirect the conversation as necessary to focus on memories of relationships and situations that may make us feel sad, but can also help us imagine the love and warmth that we felt during those shared experiences.

Part One

Memory - Optional Trigger Activity

(3 minutes)

Facilitator: I am going to project a series of pictures on the screen. As you look at these pictures, allow yourself to make associations. Show the [slideshow in Appendix A](#).

Make a mental note of your associations, we will come back to them later in the lesson.

Part Two

“My Older Sister” In Memory of Tali Ben Armon


(15 min)

Facilitator *(please refer to background information linked above):*




We are going to watch a film about Tali Ben Armon. Like many of you, Tali was an incredibly creative person. She particularly loved art and was a talented painter and budding caricaturist. Tali was also a devoted older sister. In this film, you will see a glimpse of the relationship that she had with her younger brother, Gil.

Tali served in the Intelligence division of the Army, where she helped to thwart a terrorist infiltration into Israel. Tragically, on the day after this event, Tali was killed in a shooting attack while traveling home.

We will watch the film twice. The first time, I would like you to experience the film without any outside influence.

-  **Watch the [film \(2:56\)](#).** After screening the film, tell the students that the lights will stay dimmed and the room will stay quiet for a short period of time (15-30 sec) to allow them to process what they watched.

We will now watch the film a second time. As you watch the film, consider the following questions:

-  What feelings do you experience while watching this film?
-  There are many different artistic elements in this film, including sound, color, and animation style. How do these elements influence the way you understand the film and the relationship between Tali and Gil?
-  Why do you think the animators chose to explore Gil's memory through this imaginative lens?

After watching the film a second time, introduce a think-pair-share activity, where students will articulate answers to the questions above, and share them with a partner. Allow 1-2 minutes for the thinking stage, and 4-5 minutes for the share/pair stage.

Regroup as a class, and unpack the film with a discussion based on the questions below [refer to the background information link above for the animator's comments]. Encourage students to ground their observations in specific aspects of the film.

- ❓ **How would you describe the relationship between Gil and Tali? What scenes in the film give you this impression?**

Students might describe how Tali was a protective older sister, and how Gil looked up to Tali and saw her as a source of protection.

- ❓ **How do the different artistic elements of the film contribute to the way you feel during the film?**

Here the class could explore how the changes in music and color schemes impact the viewer's experiences.

Part Three

Dynamic Memories - Activity

(10 min)

[Please refer to the notes in the introduction]:

- ❓ **Memory and imagination are often linked together. What role do memory and imagination play in the film?**

Students may explore the different layers of connection, from the interaction between Tali and Gil, to the artistic elements that the animators evoke to enliven the siblings' art.

Facilitator: Memories often appear to us as “snapshots”- brief moments in time that stir a succession of emotions and, perhaps, other memories. Our imagination then intervenes, creating a more robust and dynamic picture that fleshes out the memory into a more vibrant experience. Let's explore this idea with an activity.

[If students did not do the Trigger Activity, then introduce the slideshow here] At the beginning of the lesson, we looked at a series of photographs, and I asked you to make associations based on what these pictures make you think about. Now we will take another look at the same pictures. After the slideshow is finished, I will ask you to choose one picture that triggers a personal memory for you.

Show the [slideshow in Appendix A](#).

- 1 Describe the picture that you chose, and write a detailed description of the memory that you recall based on the picture (students who wish to draw instead may do so).
- 2 What emotions does this memory evoke? Is there one emotion that is more dominant than others?
- 3 In the memory we explored in the film, the viewer experiences a variety of emotions as he or she is taken through Gil's memory. Gil's memory contains some elements of happiness and security, and others, such as loneliness, that are incredibly painful. Do you think it is possible to feel two different, even opposite, emotions at one time?

Part Four

How Do Memories Carry Us Through Difficult Times? - Discussion (10 min)

Let's delve a bit deeper into Gil's memory. The animators explore Gil's memory by taking a painting that he and Tali collaborated on, and expanding that specific piece of art into a dynamic memory that touches upon the depths of their relationship.

Consider the following elements in the film and what they represent to Gil:

- Gil flying on Tali's back towards the sun.
- Gil falling into the deep water.
- Gil being saved by Tali.
- Gil ultimately emerging from the water alone.

What does each segment represent? Discuss each element with a partner, or journal your answers.

Gil flying on Tali's back may represent his dependence on her, or the way in which she helped support him, or may represent the love and admiration of a younger brother toward an older sister who seems to have a steady direction in life. Flying toward the sun could represent the promise of a bright future, of freedom to grow and explore, whereas tumbling to the depths signifies the sudden and abrupt loss of Tali in Gil's life. In Gil's memory Tali brings him to safety yet leaves him starkly and dramatically alone.

- 2 Imagination and memory play a critical role for Gil as he processes the loss of his sister. Embracing a memory in all of its aspects allows a person to make meaning out of the experiences that preceded the loss. How do you think Gil's memory of his sister, as it is portrayed in the film, carries him through painful times?

Not all memories are pleasant. Every year, on the day before Israel's Independence Day (Yom Ha'Atzmaut), the entire country commemorates Memorial Day, called Yom HaZikaron. On this day, the entire country joins together to remember the many people who have been killed in wars and acts of terror. People gather together to hear the stories of brave soldiers who gave their lives for Israel, as well as regular citizens whose lives were tragically cut short by terror attacks. On Yom HaZikaron, everyone participates in remembering. As Yom HaZikaron ends, we transition into Yom HaAtzmaut, arguably one of the happiest days on the Israeli calendar, on which we celebrate Israel's independence.

? Why do you think the Israeli government placed these two days next to each other?

Our happy experiences are tempered by the sacrifices that were made in order to have a Jewish state, which imbue a layer of meaning to the celebrations of Yom HaAtzmaut. At the same time, our positive associations and gratitude help carry us through the sadness and intensity of Yom HaZikaron.

Part Five

Conclusion and Exit Ticket

(5 minutes)

Imagination helps us build our memories into emotional experiences that we can revisit. In this way, memories can help carry us through difficult times, even if they are painful.

? Does Gil's memory of his sister, as explored in the film, remind you of any relationships that you have had in your life?

