







## 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](mailto:remember.edu@avichai.org.il).



# “My Older Sister”

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

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## 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 make us sad?

## 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
- Caption cards (Appendix A) – one card per student
- Long strips of paper (if possible, divided into 5 sections)
- Timer
- Pencils
- Optional – printouts of Appendix B, journaling paper

### Note to Facilitator

- The 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 by pointing to the specific details from the videos they have watched.
- 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 children 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 written 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 I

### Imagination – Trigger Activity

(10 minutes)

*[Gather students in groups of four or adjust the length of the activity accordingly. Give each child in the group a different caption card (Appendix A), a long strip of paper, and a pencil]*

Today we are going to explore the connection between imagination and memory. Each of you will receive a caption card, a long strip of paper, and a pencil. Divide the paper into five sections. In the first section, write the caption from your card. In the second section, draw a sketch that illustrates your caption. When the timer goes off *[30-45 seconds]*, fold your paper so that the first section is hidden, and pass the paper to the person behind you *[adjust for different seating arrangements]*. When you receive your paper, you will see your classmate's sketch. You will have 20 seconds to write a caption for their sketch in the third space. When the timer goes off, fold your paper so that the second section is also hidden, and pass the paper to the person behind you. You will see your classmate's caption. Draw a sketch for their caption in the fourth section. When the timer goes off, cover the third section, and pass the paper to the person behind you. In the final box, write a caption for your classmate's sketch. At the end of the game, reveal the original caption.

*Ask students to think about the role imagination plays in this game. Don't engage in a discussion at this point, though we will circle back to it towards the end of the lesson.*



## Part 2

### “When My Sister Grew Wings” In Memory of Tali Ben Armon (15 min)

**Facilitator:** 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 get 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.

As you watch the film, consider the following questions:

- ❓ What emotions do you experience while watching this film?
- ❓ There are many indent different artistic elements in this film, including sound, color, and animation style. How do these elements influence the way you feel?
- ❓ What role does imagination play in this film?

👁️ 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.

### Unpack the film with a discussion based on the questions below

*[refer to the background information link above for the animator’s comments]:*

#### Note to facilitator

*All comments and questions below 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. They should be used to aid the facilitator’s preparation as a springboard for further thought, or they can be replaced by other observations.*



- ?** 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 a sense of safety.

- ?** What role do art and imagination play in the film?

Students may explore the different layers of connection: Art connects Tali and Gil, and imagination transforms their collaboration into an experience; Imagination extends the reach of Tali's painting to allow the audience to experience the drastic transition between their happy relationship and Gil's loneliness after Tali's death. The film ends with a view of the painting that was the basis for their journey, offering the viewers a path to exit from the imaginary scene into reality.

*You may want to continue the conversation on a general level by asking: why do you think art and imagination are so often linked?*

- ?** 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 3

## How do imagination and memory work together to carry us through difficult times? – Discussion (10-15 min)

**Facilitator** [Please refer to the notes in the introduction]:

Every year, on the day before Israel's Independence Day (Yom Ha'Atzmaut), the entire country marks the Memorial Day, called Yom HaZikaron. On this day, the nation comes together to remember the many people who have been killed in wars and acts of terror. People gather 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.

- ?** Why do you think it is important for everyone to participate in experiencing these memories?

On a broader level, these individuals are the building blocks of Israel, and because of the sacrifices they and their families made, the land of Israel continues to flourish. On an individual level, it is important to remember each person's whole story, and to consider not just how they died, but



how they lived. In this way, we can help keep the memories of them alive, and we can support their family and friends as they deal with their loss.

At the beginning of the lesson, we played a game where we were presented with one part of a whole, either a caption or a picture, and we had to use our imaginations to fill in the missing part. Memory and imagination function in a similar way. We may have a snippet of a scene that presents itself to us: an object, a smell, or even the sound of a voice. This memory can trigger our imagination to help us recreate a fuller picture of the person or event that we are thinking about. Memories can allow us to experience a wider range of emotions.

- 1 While viewing the film, you were asked to notice the different types of feelings that you experienced. **Which feelings were the strongest for you?**

[Allow students to share **or** provide them with a feelings chart ([Appendix B](#)) and ask them to circle the feelings that apply, and to put a box around the strongest one.

- 2 Many of you expressed feeling sadness or loneliness during the film. **Why do memories help carry us through difficult times, even if they make us feel sad?**

*think-pair-share, or answer in a journal format*

When someone experiences loss, memories of the person, pet, or item lost can be sad and painful. For example, in the film we experience, on some level, the tragic loss of Tali and the effect this had on Gil, but we also feel the warmth of their shared experiences and the special bond they had with each other. These warm aspects of a memory can help pull us through difficult times. *[Optional – Do you think it is possible to feel two different, even opposing, emotions at once?]*

- 3 **What scenes in the film illustrate memories carrying us through tragic events?**

Students may observe that the imagery of Tali carrying Gil on her wings and then rescuing him from the water and carrying him up from the depths to safety illustrate that Gil's memories of Tali support him and carry him through the pain of his nightmares and of his loss.



## Part 4

### Conclusion and Exit Ticket

(5 minutes)

- \* Imagination is a useful tool to help us build our memories into experiences that we can revisit. These visits allow us to experience a range of emotions. In this way, memories can help carry us through difficult times, even if they may also make us sad.
- \* Think about a warm memory that you have. Perhaps you are thinking about baking cookies with your grandmother, scoring a winning basket, or playing in the sea with your family. Use your imagination to capture this memory by writing a short poem or drawing a sketch. Choose a title for your poem or a caption for your sketch and consider sharing it with me or with your family.





## Appendix A

### Caption Cards:

Grandma bakes the best cookies

Just watching the game

Playing with the dolphins

It was a scary nightmare

I wish I could fly



Appendix B

