



A Face. A Memory. A Day
P a n i m . Y o m . Z i k a r o n
————— Facilitator Guide —————





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.

WHO TELLS YOUR STORY?

Activity Guide for the Animated Short Film "Remainder"

Facilitator Introduction:

Separated by a Week / Tzur Erlich

2 Remembrance days

Held annually, with a week to separate,

So we'll have no doubt.

What's the cost with a Jewish state,

And what's the cost without.

בהפרש של שבוע/צור ארליך

בהפרש של שבוע, שני ימי זיכרון

סמוכים, כל שנה,

לשובת החישוב הכללי

כמה עולה לנו עם מדינה

וכמה עולה לנו בלי.

Yom HaZikaron is a day of National Remembrance, intentionally placed in between *Yom HaShoah* and *Yom Ha'atzmaut*. The placement of Israel's national holidays in the Jewish-Israeli calendar conveys a larger narrative rooted in values that serve as a cornerstone of and are woven into the founding stories of the State of Israel, and its role in the grand scheme of Jewish history.

Today we are going to meet Amnon Zilbershpitz. Amnon's bio and the animator's thoughts are available [here](#). Amnon's story is about one of the many people who came to Israel after the Holocaust and took part in the fight for Independence. Many of them, known as Netzer Acharon, were the only members of their families to survive, and similar to Amnon, had hope and sacrificed their lives for the State of Israel and the Jewish People.

Amnon Zilbershpitz was born in Romania in 1924. He survived the Holocaust and came to Israel in order to build a new life after his entire world was destroyed. He met Sarah who helped him acclimatize and learn the language; they fell in love. As they were about to start their life together, Amnon went to fight for the State of Israel and was killed in the War of Independence. The film captures certain moving moments of Amnon's life, him meeting Sarah, his beloved sabra, and then deciding to go fight.

Goals:

- * Learn about the life story of Amnon.
- * Learn who the Netzer Acharon were and what their role was in establishing the State of Israel.
- * Explore the artistic portrayal of Amnon's life and how the film conveys his story.
- * Clarify the participants' values and beliefs about identity, family, and legacy. Consider what they are willing to fight for and how difficult those decisions can be.
- * The participants will discuss their role in remembering Amnon's story and the stories of Netzer Acharon in general.

Materials Needed:

- Post-it notes
- Pens
- Paper
- Markers/crayons/pastels/watercolors/colored pencils
- Large poster board or bulletin board
- Copies of the list of values
- Set up a "Parking Lot" where new ideas can be written down and explored later. Make sure to point out and explain the "Parking Lot" to participants

Activity Length:

The suggested length is 90 minutes. For a shorter activity, please modify. There are multiple activity options throughout the guide for your convenience.

Note to Facilitator:

- Notes 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.
- Consider setting up a "Parking Lot" for ideas and observations that the students share, but that won't be addressed in the course of the activity. Students can be invited to explore these items through writing or art and share them with the class at a later date.



Part I

Trigger Activity (Optional)

Activity – 2 options:

Option 1: What will you fight for?

- 1 Have the participants stand up and designate one side of the room as fight and one as not fight. Explain that you will be reading a few scenarios and for each they will have to pick a side
- 2 Read the following scenarios leaving time after each one for participants to pick a side. Each time ask for volunteers to share why they chose their position.

Scenario 1: You are walking with your friend down a street when a threatening looking person walks up to you and demands your phone and money. Do you refuse and fight them, or do you give them your phone and money?

Scenario 2: You believe that every adult citizen should have the right to vote, but the government is proposing a law that says that only land owners have the right to vote. Will you fight it or will you let it go?

Scenario 3: A foreign country has attacked your country. Do you volunteer to fight for your country?

Option 2: What are your key values?

This is an opportunity for participants to think about and articulate what values are important to them. This can be done with a partner or on their own.

- * Give the participants the list of 59 core values ([Appendix I](#)). Review them aloud with the group. Tell them they should pick out the 10 values that are most important to them. *They will not be sharing their 10 core values, but instead, they can share the process by which they chose them.*
- ? **Things to think about when picking out values:** What are the important people, activities, places in their lives and what values might they connect to?
- ? What makes them happy in the world? What values do those things relate to?
- ? **Ask participants:**
 - How did it feel to pick 10 values?
 - What was obvious about their choices?
 - Where did they struggle with their choices?
 - What compromises did they ultimately have to make?
 - Why do they think this may be important for them to do?

We will be coming back to this list later, for now put it on the side.

Part 2

Animated Short Film “Remainder”

1. Introduce open-ended questions (that do not need to be answered yet) for the participants to consider as they watch and discuss the film. The goal of these questions is to get participants thinking about how fighting for what one believes in may be relevant to their personal lives as 21st century viewers:
 1. What are the things in our lives that we are willing to fight for?
 2. What might it have been like for Amnon to have gone from being a Holocaust survivor to being a fighter for the Jewish State?
 3. Do you think it was worth it?

Facilitator: The Beit Avi Chai Project “A Face. A Memory. A Day.” gives us the opportunity to learn about the people whom we remember on Memorial Day for sacrificing their lives for Israel. Beit Avi Chai created these animated shorts to highlight these people’s lives and who they were and not only focus on their deaths.

Note to Facilitator:

Encourage participants to take detours and notice things that may not be part of the plan. Give them space to express themselves and ask any questions they might have. When they do share, ask them to explain why these choices stood out or mattered to them.

Explain to the participants that they will watch the film twice, once to take in the story and the second time to notice some of the artistic choices and intentions that help us understand a broader theme of the film and its message.



Show the film “[Remainder](#)” (Length: 3 mins 16 seconds)

1st viewing: After the introduction, show the film for the first time to allow the participants to get the general idea of the film and begin processing it. Follow this viewing by asking the participants what they saw, felt, and noticed. Have them write down their answers.

2nd viewing: Before they watch the film the second time, ask participants to pay specific attention to the artistic or musical choices, metaphors, themes, motifs, or characters.

As the participants are watching the film for a second time, ask them to write down what they see, notice, think, and feel.

They can consider the following questions:

- ❓ Identify some of the symbols in the film and consider why they are there.
- ❓ What choices that the animators made struck you most? What did you notice about this animated short film?
- ❓ What might the animators be telling us about Amnon by how he looks and dresses throughout the film?
- ❓ What did you notice this time that you did not notice last time?
- ❓ What do you think the boxes indicate or symbolize? At what points in Amnon's experience are there no boxes? Why do you think that happens?
- ❓ What does the butterfly symbolize? When does it appear and what could it be telling us?
- ❓ What questions do you have about the film?

Think-Pair-Share Opportunity

Split the class into small groups of 2 to 4 people and ask them to discuss their reactions to and impressions of the film in these small groups.

Make sure all groups have paper and pens in case they need them. *Italicized bullet points are some suggested answers for the facilitator.*

- * What did you notice about the film?
 - *Animator's choices*
 - *How music was used*
 - *More details about how Amnon and Sarah's relationship was depicted*
- * What did you notice about the animation?
 - *Consider the animator's use of boxes and how they delineate action and movement. What do these boxes suggest about Amnon's personality? At what moments is he trapped inside of them? When does he break out?*

- Consider the animator's relatively simple drawing techniques. How might this style highlight the story and the development of Amnon and Sarah's own relationship?
 - Consider why the animator does not use dialogue in the film? What types of non-verbal communication are included and why?
 - Consider why the animator included the symbol of the butterfly at the beginning and end of the film? Might this be a reference to the famous poem, *I Never Saw Another Butterfly*, quoted in the appendix?
- ❓ What about Amnon's story resonated with you or stood out for you?
 - ❓ What questions do you have about the film?
 - ❓ What emotions did you feel when watching the film?
 - ❓ What themes do you see in the film?
- *Duty and Responsibility: Amnon survives the Holocaust and then chooses to fight for Jewish survival in the War of Independence*
 - *The Power of Love: Amnon's relationship with both his family and Sarah ultimately fuels his decision making*
 - *Fighting for our values*
- ❓ When should personal goals be overlooked for a greater purpose?

Part 3

Activity

Bring the group together and ask them to share some of what they discussed.

1. Pick 2-3 discussion questions (including one about the plot of Amnon's story) and ask the participants to share their answers. *Remind them that if they have any questions they can put them in the "Parking Lot."*
2. Ask participants what they thought about the ending of the film. Why do they think Amnon chose to go fight when he was finally starting over?

For Trigger Option 1: Give out post-it notes and pens and ask the participants to write down 2-3 things they would be willing to fight for. Add those post-its to a large board and give the participants a few minutes to look at what some answers were.

- ❓ Are there any commonalities? Help the participants sort the answers they shared and ask them to point out themes.
- ❓ Do any of them connect to what Amnon fought for? If so, how?

For Trigger Option 2 ask the participants:

- ❓ Are any of their core values reflected in Amnon's experience?
- ❓ What might have been some of Amnon's core values?
- ❓ Which of their core values would they fight for?

Next, ask the participants to brainstorm what were some of the elements in the animation that stood out for them. Help them think about it.

- ❓ What types of colors, hat shapes did they notice?
 - Are the colors vibrant and bright? Muted? Monotone? What do those differences feel like? When are vibrant colors used?
 - Are more detailed imagery or more solid colors used at any point?

When Amnon and Sarah come together, they have more detail and color than the things around them.

- ❓ What recurring objects did they notice?

Boxes, butterflies, letters & words

- ❓ How was Amnon dressed?

Amnon wears the same European clothing throughout the film. What might that say about him, his experience, or how he felt during this time?

Project:

- Thinking about how the animators depicted Amnon's story, using some of the elements that spoke to them in the video, ask the participants to sketch one scene or frame that represents what resonated with them in the film.
- Encourage participants to include the depiction of values that are important to them and that they would fight for. This can be done with a partner. Those less artistically inclined can write out what elements they would have depicted and why.
- Once the participants are done, they should put their art pieces either on a display table or on a poster on a wall. Give participants 2-3 minutes to look at each other's projects.

Part 4

Analysis of Activity and Text for Self-Connection

We are going to do a version of a [silent conversation](#). You can either follow the traditional version of this activity or the "little paper" variation.

Use the following questions as the texts for the silent conversation:

- ❓ How does Amnon's story connect to you?
- ❓ What is one question you still have about the film?
- ❓ If someone asked you why you watched this film, what would you answer?
- ❓ Is there something you would add to this film?

Part 5

Exit Card

Wrap up by asking the participants to think about and write down the following things:

- * 3 things about Amnon's story that I know now that I did not know before
- * 2 things about Amnon's story that I personally identify with
- * 1 thing that I am going to do to honor Amnon's memory

Dear Facilitator:

Feel free to adapt the activities and the order that they are used in.

For example, take more time to focus on the participants' art experience.

- * Consider the following as broader questions for discussion:
 - What is memory and why is it so important to be a society that remembers? This is where we can link our work to the power of Yom HaZikaron.
 - Why are we studying these films? What is our responsibility towards these stories?
 - Why do these films focus on smaller moments and not larger timeframes?
 - What is the difference between honoring life and mourning death? Which do these films attempt to do?

- * Possible expansion ideas:

Personal goals vs. the greater community's goals

- In thinking about core values, have the participants map out where those values land
- in the concentric circles of importance from the individual at the center towards the community.

The Butterfly

- What does the butterfly symbolize? How might it connect to the poem "[The Butterfly](#)"?
- What feeling does the butterfly in the film express?

Explore how it might feel to go from survivor to fighter.

- Does it matter how one loses their life if the result is the same?