



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.

Silent Water

Activity Guide for the Animated Short Film “Silent Water”

Facilitator Introduction:

Each of us wears many “hats” during our lives. These “hats” symbolize the many roles we play and the different relationships that we have with the people around us.

In this Activity Guide, we will explore this idea through the lens of a special memory about two friends, Naama Mashiach and Keren Tandler. Keren was a soldier who was tragically killed during the Second Lebanon War. Background information about Keren’s story can be found [here](#).

The Activity Guide centers around two questions:

- ❓ Who was Keren Tandler?
- ❓ Who is allowed to mourn?

Goals:

Students will be able to:

- * Describe the life and story of Keren Tandler
- * Illustrate the idea that each of us wears different “hats”
- * Define the concept of mourning in broader terms than the Jewish custom of *shiva*
- * Reflect on how sharing memories can be a way to mourn the loss of a relationship and process grief

Materials:

- Computer and Projector
- Copies of the hat handout (if not projected onto the screen)
or cutouts of the hats and tape to place them on the wall
- Paper
- Markers or colored pencils

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 by pointing to 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

Wearing Many Hats

(8-10 min)

Facilitator: *[project the image in Appendix A, or provide it as a handout to students]:*
Take a look at the hats on the screen (or printed page). Who might wear each of these hats?
What does the hat tell us about each person? *[allow a few moments for thought, and then ask for 2-3 answers to engage the class]*

Optional variation: Cut out the pictures of the hats and stick them on the white board or the walls of the classroom. Have students go “hat shopping” to pick a hat that they would want to wear. Model the activity for them (ex. “I chose the silver top hat because it reminds me of a magician’s hat, and being a teacher is a lot like being a magician!”).

- 1 Ask two or three students to share why they picked their chosen hats.
- 2 There is an expression that a person “wears many hats.” What do you think this expression means? *[allow 1-2 answers]*
- 3 Each of us has many different roles. For example, *[adjust for accuracy]* I am a teacher, a wife, a mother, a volunteer, a chef, and a runner. You might be a student, a pianist, a basketball player, and a friend. Write a list of the different roles that you have. *[alternative: make a sketch of some of the “hats” that you wear]*

- 4 Do different people see you in different hats? *[allow students to think and share – they may need an example first]* Your friends from basketball know you as the great free-thrower. The people in your acting class know you as a funny actor. Your family appreciates you because you are a responsible daughter or sister.

The different “hats” that you wear allow you to be different things to different people, even though they are all a part of the real you.

Optional activity: Think about a significant person in your life. What traits does this person have that make him or her special to you? What “hat” does this person wear for you? Design a hat that illustrates the role that this person plays in your life. *[examples: a clown hat for someone who always makes you laugh, a wizard’s hat for someone who you go to for advice, etc.]*

Part Two

“Silent Waters” in memory of Keren Tendler

(15-20 min)

[Please refer to background information linked above]:

Facilitator: We are going to watch a film about Keren Tendler. Like you, Keren wore many different hats: she was a daughter, a sister, a swimmer, an artist, and a friend. Keren was also a mechanical engineer who served as a flight mechanic in the second Lebanon War, in 2006. Even though she was at the top in her field, her supervisors were hesitant to send her into battle on enemy territory, something that was not usually done by women. Keren insisted, and eventually she was permitted to join the missions in Lebanon. Tragically, Keren was killed, along with the rest of the flight crew, when their helicopter was attacked. Keren died in Southern Lebanon on August 12, 2006.

Keren was an impressive person with many interests and talents. Many different people knew and cared about her: her family, her fellow soldiers and commanders, her teachers, her neighbors, her friends. Each person who knew Keren holds special memories of her.

In a moment, we will watch a film about the friendship between Keren Tendler and Naama, a young high school student who swam with Keren on their local swim team. Even though Keren was much older than Naama, the two developed a close friendship. As you watch the film, think about the following:

- ① Which of Keren's "hats" do we learn about in the film? How are they connected to each other?
- ② Even though the film does not have words, it does tell a story. How do the different elements of the film (color, music, style of animation, etc.) help to tell the story?
- 👁️ Watch the [film](#) (3:38).

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.

- ③ Unpack the film with a discussion based on the questions below [[refer to the link above for the animator's comments](#)]:

- ④ How would you describe the friendship between Keren and Naama? Does this remind you of any relationship in your life that is similar?

Students may observe that Keren is both a friend and a mentor for Naama.

- ⑤ Which of Keren's "hats" do we learn about in the film, and how are they connected?

In addition to the "hats", it might be worthwhile to consider the ways in which Keren is a team player, and that she does not "stay in her lane" - some hats, like her mentor hat, are worn across different areas of her life.

- ⑥ How do the elements of the film help to tell its story?

Some points to consider: The animation allows for Keren's different roles to blend. Different color schemes represent different types of memories. The music helps set the scene and allows us to be sad while at the same time feeling the warmth of a happy memory.

Part Three

Who Is Allowed to Mourn? Discussion

(10 minutes)

Please refer to the sensitivity note in the introduction:

Facilitator:

- When a person dies, Jewish tradition suggests that the immediate family sit shiva. During the week following the funeral, the family – parents, spouse, children, and siblings – will receive guests and share memories of the person who passed away
 - ❓ **Optional discussion:** Has anyone been to a shiva? What did it look/feel like?
- The members of the immediate family of the person who passed away are considered to be the “mourners”.
 - ❓ **What does it mean to mourn?** *ask for input or provide the definition* The definition of “mourn” is to feel or show grief or sorrow especially over someone's death [\[source\]](#).

Every year, on the day before Israel's Independence Day (Yom Ha'Atzmaut), the entire country marks Memorial Day, called Yom HaZikaron. On this day, the nation comes together to mourn 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 is a mourner.

- ❓ In the film we watched, Naama is not a member of Keren's immediate family, yet she is also a mourner. What makes Naama a mourner?

Naama had a beautiful relationship with Keren, even if it was only a small part of each of their lives. When Keren was killed, Naama felt her loss strongly. Anyone who feels grief or sadness over a loss is a mourner.

- ❓ Why do you think it is important for all kinds of people to share memories about a person who passed away?

Part Four

Wrap-Up and Exit Ticket

(5-10 minutes)

① What do you think Naama misses most about Keren?

Her friendship, her encouragement, her determination, the way she looked out for her.

Keren was a role model for Naama. She was not a superhero, she was a normal person, but the relationship that she had with Naama made Keren a very special person in Naama's life.

* Design a hat for Keren that illustrates the role that she played in Naama's life.



Appendix A

