

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

# Rebound

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## Activity Guide for the Animated Short Film “Rebound”

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This is a lesson about grief. It contains sophisticated and difficult content. Please review the film carefully to determine its appropriateness for the participants in your group.

### Facilitator Introduction:

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 short films to commemorate these people’s lives and who they were and not only focus on their deaths.

Today, we are going to meet Yitzchaki and Malachi Rosenfeld. Two brothers whose stories are related but occurred at separate times. Their sister reflects on their connection and her relationship with them. Yitzchaki’s and Malachi’s bios and the animator’s thoughts are available [here](#).

Yitzchaki’s and Malachi’s story is rich with important life lessons. Today, we are focusing on grief and family relationships.

**Note to Facilitator:** *These matters can be emotionally challenging to absorb, so be prepared to acknowledge and validate a wide range of responses from the participants watching the video. Let them know that they will ultimately watch the film two times, once to take in the story and once to notice some of the artistic choices and intentions that help us understand a larger theme of the film and its message.*

- 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.

## Goals:

- 1 Learn about the stories of Yitzchaki and Malachi Rosenfeld
- 2 Explore the definition and purpose of grief, what it means and how it can manifest itself
- 3 Explore how people connect with family, the impact family can have, and how the participants connect to their own families

## Materials

- Paper
- Pens
- **Art supplies for collaging –**

Poster board or a large piece of paper

Markers

Tissue paper

Crayons

Scraps of art materials

Glue

Magazines

## Activity Length:

The suggested length is 90 min. For a shorter activity, please modify.



## Part One

### Opening Activity

1. Depending on the group, this activity can be done with a partner or alone as a reflection exercise. Participants will write down answers to the following questions:

*Remember that family can be defined differently by different people – it can be chosen family, biological family, etc.*

- \* What is something that connects your family? Consider an activity that you do together, a pastime that you share, and/or a shared value that you have.
- \* Describe a favorite memory that you have with your family and what makes it stand out as important to you.
- \* What are one or two symbols, sayings, or words you would put on a flag that represents your family?

2. Introduce the following open-ended questions (that do not need to be answered yet) for the participants to consider as they watch and discuss the film.

**Note to Facilitator:** *The goal of these questions is to get the participants thinking about grief and also to consider how we connect to our family and the role they play in our lives:*

- ❓ How do people deal with grief? If you've had to deal with grief, what was that like for you?
- ❓ What are things that connect us to our family? What do we share?
- ❓ What is the impact of your family on your life?

## Part Two

### Animated Short Film "Rebound"

(25 min)

**Facilitator:** "This activity is part of the Beit Avi Chai project "A Face. A Memory. A Day." The project uses animated short films to commemorate fallen IDF soldiers and victims of terror in a way that brings a part of them back to life. Using different animation techniques and artistic styles, the project encourages us to really connect. Today we are going to focus on one particular story of one family.

We are going to watch the film twice. The first time will be for you to get your first impressions and consider how the film makes you feel. The second time will be guided by specific questions and observations."

*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.*



Show the movie "[Rebound](#)" (Length: 3 mins 14 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.

- ❓ Ask participants: What did you see, feel and notice? *Have them write down their answers and ask some volunteers to share theirs.*

**2nd viewing:** Invite the participants to watch the film and to pay specific attention to the artistic or musical choices, metaphors, themes, motifs, or characters.

*Italicized bullet points are some suggested answers for the facilitator.*

### 1. Ask participants:

- ? What is something new you picked up on after the second viewing?
- ? What are some symbols used in the film?
- ? Consider the symbolism behind the basketball as it transitions from scene to scene. How does its movement contribute to the story?

*Something you might want to focus on is the basketball as a reminder of the narrator's brothers. Noticeably, it transforms into different objects in the same color palette (oranges/yellows), perhaps highlighting prior joy and happiness.*

2. Introduce the Animators note: The film's creator, Reut Bortz, is a personal friend of Yitzchaki and Malachi Rosenfeld's sister, Hadas, who also narrated the film. Reut shared the following:

**"I chose to design the characters in a simple style and to use soft pastel colors for backgrounds in order to provide the clip with the feeling of a childhood memory."**

- ? How do you think Reut's personal relationship with the narrator influenced her animation choices?
- ? What else did you notice about the animation? What other feelings did the artistic elements evoke for you?
- ? What adjectives and emotional characteristics would you use to describe the characters' childhood and their sibling dynamics?
- ? The title of the film, "Rebound", relates to its plot. What do you think the title signifies?
- ? *The word "rebound" is a basketball term. The narrator is also managing her rebound from grief. At the end of the film, she thinks about how to rebound from the loss of her brothers.*

**How does the last scene speak to that?**

### 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.*

 **Ask the participants the following questions:**

- 1. What did they learn about Yitzchaki and Malachi?

*The purpose of this question is to give participants the opportunity to “get to know” Yitzchaki and Malachi, thereby connecting to both their lives and to their deaths.*

- 2. What did they notice the second time they watched the film compared to their impressions from the first viewing?

**Animator’s choices**

*The film uses simple drawings and soft colors. Animators note – “I chose to design the characters in a simple style and to use soft pastel colors for backgrounds in order to provide the clip with the feeling of a childhood memory.”*

**How is sound used?**

*When life is “normal” there’s background noise and everyday sounds like eggs frying or children playing. But at times of reflection or loss the background sounds are either muted or there is silence. This creates focus and helps the viewer take note of a major shift in tone.*

**How did different people deal with their grief in the film?**

**Malachi** – How does he respond to the death of his older brother?

- What is shown? What is not expressed?

**The Narrator** – How does she respond to the deaths of her brothers?

- What are the different emotions the sister experiences when she hears the news of her brothers’ deaths?
- How does she attempt to deal with them?
- Why does she pick the basketball court?



## Part Three

### Activity

**Step 1:** Bring the group together and ask them to share some of what they discussed

- A Pick 2-3 discussion questions (including one about the family connecting and one about grief) and ask the participants to share their answers.
- B *Remind them that if they have any questions or additional insights and thoughts, they can put them in the “parking lot.”*
- C Once they are finished sharing, tell the participants that they will look at two different approaches to explaining grief.
  1. Video: [BBC on Grief \(Trimmed\)](#). (see [Appendix 1](#))
  2. [Grief as a ball in a box](#) (document/image)
- \* Once they have finished watching, ask participants to share their thoughts on how grief was explained. Ask for volunteers to comment on each approach.
- \* Which approach did they find more compelling and why?
- \* If participants want to share a personal reflection that can be done here. Alternatively, the facilitator can have part of the parking lot designated for thoughts about or relating to grief and hand out post-it notes at the beginning of the activity for participants to have in case they would like to post something there.

#### Note to Facilitator:

- Give everyone a 2-to-3-minute break to relax or decompress before moving on to the next activity.
- Given this very heavy topic, the purpose of this next step is to give participants the opportunity to zoom out and think about how families connect and, more specifically, how they and their families connect (or ideally they want their family to connect).

**Step 2:** Ask participants to share what connects families (they can refer back to the initial trigger activity).

1. Participants will now have time to create a collage or a dream board about their families (*dream boards can be about the family they want to create and collages – about the family they are part of*). When thinking about their choices, the participants should consider how the animator chose to depict Yitzchaki's and Malachi's stories.
2. Each student will create a collage or a dream board that addresses the following questions (family does not have to be defined as biological so some participants might have a different definition of who their family is):

- \* What brings families together? What symbols could be used to represent connections within a family?
- \* What are some of the participants' greatest memories? What emotions do these memories evoke?
- \* What do they want to remember about their family?
- \* What do they want their family time to look like?
- \* How do they want their family to be remembered?

## Part 4:

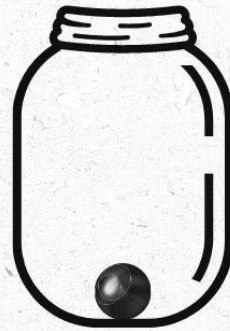
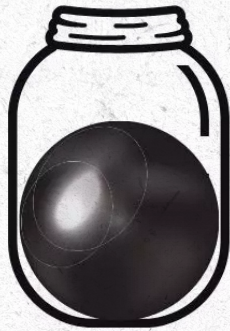
### Analysis of Activity and Text for Self-Connection

- In groups of 4 to 5 people, give participants the opportunity to reflect on the activity. Have them answer the following question:
  - ? What was it like working on this? What, if anything, did they find challenging?
  - ? Ask the participants if anyone would like to share something from their group's discussion.
- Then in their groups have them discuss the following:
  - ? Why is the story about Malachi and Yitzchaki important?
  - ? What do they think the narrator, Malachi, and Yitzchaki would want them to take away from this film?
  - ? What resonated with them on a personal level?

## Part 5:

### Exit Card

- Bring the groups back together. Ask if anyone wants to share one or two thoughts about their experience with this activity.
  - ? What is something they will be walking away with from this lesson?
  - ? What resonated with them most in this film?



People tend to believe that grief shrinks over time



What really happens is that we grow around our grief