



# A Face. A Memory. A Day

P a n i m . Y o m . Z i k a r o n

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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).



# Passion

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## Activity Guide for the Animated Short Film “The Music of His Life”

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### Facilitator Introduction:

What is that one thing that we love to do more than anything else?

There are some activities that we love so much that we can lose ourselves in them for hours on end. As we repeat these activities, they become hobbies. But sometimes the hobby is so fulfilling and enjoyable that we show greater dedication and drive and turn it into a passion.

One person who exemplifies this is Tzachi Itach. Tzachi had a passion for music and shared his music with everyone around him – family, friends, and strangers alike.

Tzachi was a soldier killed in action in the year 2000, at the age of 19.

Some people keep their passions to themselves. Others, like Tzachi, have so much passion that it consumes them and everything they do. True passion flows outwards and into the people around us.

This Activity Guide tells us about Tzachi’s story and allows us to find inspiration in his passion and his generosity.

### Goals:

- 1 Learn the story of Tzachi Itach and the role music played in his life
- 2 Explore the differences between a hobby and a passion
- 3 Find out if there are things which we ourselves are passionate about
- 4 Consider the importance of sharing our passions with others

### Activity Length:

The suggested length is 55 min. For a shorter activity, please modify. There are additional activity options at the end of this Activity Guide for a longer, extended activity.



## 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

### Animated Short Film “The Music of His Life” In Memory of Tzachi Itach (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. In This lesson we are going to focus on one particular story, about the soldier named Tzachi Itach.

Tzachi was born in Dimona in 1980 and grew up in Mitzpe Ramon and Yavneh. He was the eldest of four siblings. He served in the same Givati infantry brigade that his father founded. In the year 2000, Tzachi was stationed at the Beaufort stronghold in south Lebanon when his position was fired at with an anti-tank missile by Hezbollah. Tzachi was 19 years old when he was killed.

Poignantly, Tzachi was the last soldier killed in Lebanon before Israel unilaterally withdrew from the Security Zone the IDF had been in since the 1982 First Lebanon War.

The short film we are about to watch focuses on Tzachi’s relationship with music.

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.





Show the movie "[The Music of His Life](#)"

(Length: 3 mins 20 seconds)

After screening the film, ask the students what they observed and how they responded.

**Before we watch the film a second time, pay attention to the following details:**

- 1 How did the piano get into Tzachi's home?
- 2 In what visual ways is music portrayed in the film?
- 3 How does the film show Tzachi's transition from childhood to serving in the army?
- 4 When Tzachi plays music in the bomb shelter, what effect does it have on the people?
- 5 What happens to the final bubble of music?

**Note to Facilitator:** *These questions can be shown on screen or written on the board in advance.*



Show the film a second time.

Review the students' answers to the questions.

*There is more information about Tzachi's on the [project's website](#).*

The film shows Tzachi's father bringing a piano into their home. He has to push the heavy piano along the floor, and it seems to take real effort.

**? Why do you think the artists chose to open the film this way?**

Tzachi is taken by the piano right away. Tzachi adored music and played all the time. The movie shows how music accompanied Tzachi from his childhood until the moment of his death.

Music is represented by orange bubble shapes that fly around. The bubbles appear right at the start of the film. Sometimes these bubbles have images within them, like when Tzachi was a younger child and the musical sounds inspired him to think about fish, frogs, and UFOs.

**? What do you make of the choice to represent music through bubbles?**

There is an interesting montage showing Tzachi sitting in the car imagining himself playing the piano. The film then shows him skipping along a giant piano before he slides down it. He then sits with an electronic keyboard, and the music bubble flies upwards. We then see Tzachi in his army uniform.



**? What do these transitions tell us about Tzachi?**

The film shows Tzachi sitting in his army bunker, not looking very happy. He then notices some photos on the wall of him playing to a crowd of people in a bomb shelter. He remembers this moment and his demeanor changes as he happily plays an imaginary piano. At the end of the film while the bombs drop all around him and he is surrounded by the sounds of war, Tzachi once again plays his imaginary piano

**? At what moments in his life does Tzachi pretend to play the piano? How do you think Tzachi's imaginary piano impacts him?**

At the end, the film shows Tzachi's music flowing from the radio, over the river, to the fortress and up to the sky where it morphs into the sun.

**? What do you think is the significance of the final bubble of music becoming the sun after Tzachi is killed?**

**Key Discussion Questions:**

**? What do you think it tells us about Tzachi that he chose to bring his keyboard to Lebanon?**

**? Why would a soldier want to play music to civilians in a bomb shelter?**

Tzachi had such a passion for music that he felt the need to continue playing no matter what or where – even in the army with all of its need for uniformity and group discipline.

Tzachi really did take his keyboard to nearby bomb shelters and play music for the local residents. He did this voluntarily and in his free time.

Tzachi's passion for music was total. His family and friends describe how he liked to play for other people. It was a way of connecting with other people and bringing them joy.



## Part 2

### Hobbies to Passion Activity

(10 min)

**Facilitator:** "Now that we have seen Tzachi's passion for music, we are going to think about the things that we are passionate about."



Show the short clip: [Find Your Passion](#)

(Length: 41 seconds)

Use the whiteboard to list all the activities seen in the film. There are some optional question prompts in [Appendix I](#).

**Ask the group:** "Are any of the things we saw in the clip things that you do? Does anyone have an example of something that you do that was not shown in the clip?"

Write the following three words on the board:

**ACTIVITY      HOBBY      PASSION**

**Ask the group:** "Can you point out the differences between these words? How can you tell when someone is just doing an activity and when it is their passion?"

**Facilitator:** "An activity can be something we do only once or very occasionally. A hobby tends to be something we enjoy that we like to repeat regularly. Passions tend to require greater investment of time, effort, and dedication. Passions can be all-consuming."

**Ask the group:** "Is there anything you would say you are passionate about?"



## Part 3

### Tzachi's Favorite Song

(15 min)

In the second half of the film (1 min 44 secs) there is a scene where Tzachi's mother makes a phone call and then holds the phone next to the radio. This is based on a real event that Yafit, Tzachi's mother, described in media interviews. On the morning of the day that Tzachi was killed, he called his mom, and they had a short conversation. Yafit called him back later that day but could only reach his voicemail. As she was leaving him a message, the song **לתת** – Latet, "To Give" – by Boaz Sharabi was playing on the radio. This was one of Tzachi's favorite songs and so Yafit recorded the song for him. Tzachi's mom describes how she broke down in tears at this point, sensing that all was not OK. A few hours later, she received the news that Tzachi had been killed.



Show the film "[The Music of His Life](#)" a second time.

Before continuing, read the lyrics and translation to the song **Latet** found in [Appendix 2](#). If you wish you can also play the song by clicking [here](#). The song starts around the one minute mark and has the lyrics transliterated and translated.

There is also [footage](#) from Tzachi's Facebook Memorial page of him playing the song *Latet* at his 17th birthday party.

#### Discussion Questions:



How does the story of the song playing on the radio make you feel?



What possible reasons are there for Tzachi loving this song?



How did Tzachi use his music to give something to others?



Is it important to share our passions with other people?

**Facilitator:** "Some people keep their passions to themselves. Others, like Tzachi, have so much passion that it consumes them and everything they do. Tzachi's passion was not just for himself, he was generous and his passion for music was also a passion for people. He used his music to connect with other people and make them happier. It is no surprise that his favorite song was about giving – **לתת** – Latet."



What happens when we share the things we are passionate about?

In pairs – ask the group to share a time in their lives where this question might be relevant.



## Conclusion

(5 min)

This activity has introduced us to the life of Tzachi Itach.

- \* The aim of the "A Face. A Memory. A Day." project is to commemorate Israel's fallen soldiers and victims of terror in a unique way. The film we watched allowed us to truly connect with Tzachi by learning about his love of music and how it became his passion. The story of Tzachi's favorite song and how it played on the radio the day he died resonated with us.
- \* We have thought about our own activities and hobbies and the role passion can play in our lives.
- \* There are so many soldiers and victims of terror who are remembered each year on Yom HaZikaron, but what stood out for us today was Tzachi's love for music. The fact that he took his keyboard with him, even to the war zone in Lebanon, seems significant. It inspires us to think about Tzachi's passion and his generosity and makes us reflect on the idea of sharing our own passions.





## Appendix I

### Question Prompts for Part 2: Passion Activity

- ❓ What do you often find yourself searching for on Google and researching for hours?
- ❓ When you go to the library, what section do you find yourself first at?
- ❓ Does a certain topic excite you when you just think about it?
- ❓ What do you find yourself talking about or doing for hours to the point of losing track of time?
- ❓ What would you do even if you didn't get any reward to do it?
- ❓ What would you like to do if you knew you wouldn't fail?
- ❓ What gifts do you have that you would like to make available to the world?
- ❓ What was the time in your life when you felt the most creative and alive?
- ❓ What is incredibly easy for you?

Adapted from <https://thebluebrainteacher.com/helping-students-find-passion/>



## Appendix 2

### Lyrics and Translation of the song *Latet* by Boaz Sharabi

#### TO GIVE

To give the soul and the heart  
To give,  
To give when you love,  
And however one finds the difference  
Between taking and receiving  
You will yet learn to give

To discover secrets  
To release the table of connection  
When your heart is pinched  
By every smile, every look  
You are careful, you know,  
And aside from you, no one hears  
Walking a fine line, trying not to offend  
And filling the free time

#### Chorus

To give the soul and the heart  
To give when you love,  
You will yet learn to give

You learn with the years  
To build buildings together  
To live with all the changes  
To weave, with her, a life story  
And to get through difficult days  
In distress and troubled time  
To always know how to give in,  
And to keep the love alive

#### Chorus

To see in the midst of the fall  
That there is room for forgiveness  
It is always possible to start again  
Like a new day, like the usual - to give



אתה לומד עם השנים  
לבנות ביחד בניינים  
לחיות עם כל השינויים  
לרקום איתה סיפור חיים  
ולעבור ימים קשים  
במצוקות וריגושים  
תמיד לדעת לוותר  
ואת הטעם לשמר

לראות בתוך הנפילה  
שיש מקום למחילה  
תמיד אפשר שוב להתחיל  
כמו יום חדש, כמו כרגיל

לתת  
את הנשמה ואת הלב  
לתת  
לתת כשאתה אוהב  
ואיך מוצאים את ההבדל  
שבין לקחת ולקבל  
עוד תלמד לתת, לתת

לגלות סודות בסתר  
להתיר את סבך הקשר  
כשהלב בך נצבט  
מכל חיוך, מכל מבט  
אתה נזהר, אתה יודע  
וחוץ ממך איש לא שומע  
פוסע בין הדקויות  
וממלא שעות פנויות

לתת  
את הנשמה ואת הלב  
לתת כשאתה אוהב  
עוד תלמד לתת, לתת