



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.

“Stories from the Box”

Activity Guide for the Animated Short Film “Stories from the Box”

Facilitator Introduction:

Liran Saadia was a unique soul who demonstrated empathy by consistently putting others' needs before his own. This Activity Guide will explore the idea of thinking “outside of the box” in order to broaden one’s perspective, and in doing so consider the needs of others. .

Background information about Liran can be found [here](#).

The Activity Guide centers around these questions:

- ① Who was Liran Saadia? What were his interests, hobbies, and values?
- ② What is empathy?
- ③ In what ways did Liran demonstrate empathy?
- ④ What motivates our actions? To what extent do we consider the needs and desires of others?

Goals:

Students will be able to:

- 1 Describe some of the personality traits of Liran Saadia
- 2 Articulate the ways in which Liran cared for other creatures
- 3 Analyze how the choice of perspective in the film affects the viewer’s connection to the characters
- 4 Reflect on how empathy can motivate our actions and decisions

Opportunities for Assessment

- * Active participation in think-pair-share to process and analyze the film
- * Creative expression of a different perspective (drama or cartooning)

Materials

- Computer and Projector
- Close-up Game [Pictures](#) (and [Answers](#))
- Marker to write on the board

Notes

- 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.
- 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.
- [This video](#) by Brené Brown expands on the connection between empathy and perspective and can be offered as an enrichment option for students.
- [This video](#), called "Zoom", can be used as an alternative to the trigger activity. Show the video instead of steps 1 and 2 and continue with the discussion in points 3-5. The video could also be used as the basis for an extension activity.



Part One

Close-Up Trigger Activity

(3 minutes)

This activity can be done in small groups. One student in each group should be appointed as the “scribe” to record the answers. Each group will either receive a printout of the close-up collage, or view it projected onto the board. The instructions should be modified accordingly:

- 1 In a moment, I will share a collage of pictures with you. Each picture is a closeup of an object. Your task is to identify as many objects as you can. You will have two minutes for this task.
A timer should be set for two minutes. Give a warning towards the end.
Here are the answers, take a minute to check your work.
How many did your group identify correctly?
- 2 Was this activity easy or challenging [*students can share via thumbs-up, thumbs-down*]?
If it was difficult, what made it challenging for you?
- 3 What does “perspective” mean?
A way of looking at things; the “lens” we use to view things.
When you have a narrow view, or perspective, of something, like we did with the closeup images, it can be very hard to see the full picture.
- 4 What is empathy? ***Write the word and allow students to share.*** Empathy is defined as the ability to understand and even share the feelings of others. What does perspective have to do with empathy?
- 5 As we proceed through this lesson, consider the role that perspective and empathy play in our relationships with others.

Part Two

“Stories from the Box” In Memory of Liran Saadia


(15 min)

Please refer to background information linked above

We are going to watch a film about Liran Saadia.

Liran was born in Kiryat Shemonah, in the north of Israel, in 1985. He was the oldest child of Michal and Tsion Saadia and had three younger sisters. Liran loved art and saved up his money to buy art supplies. He taught himself different skills, but was most excited by comic books. Liran loved to attend the annual comics festival in Tel Aviv. Liran was a talented student, and chose math and physics as his specialty subjects. One summer, he participated in a program at a university, where he won a new computer. Liran refused to keep the prize, instead insisting that it be donated to a family who couldn't afford one. When he was in high school, Liran helped students who were struggling in school, and brought them over to his home to tutor them. He was also an animal lover and cared for the environment; he adopted animals who could not survive on their own.

In the army, Liran served as a radioman in the elite *Egoz* unit. He took a course to become a platoon leader and served as a training instructor. Towards the end of his service, Liran left his students and went back to join his platoon, which he missed. He did not want to abandon his team. The Second Lebanon War broke out during this time. Liran and two others from his platoon were killed by Hezbollah terrorists in Southern Lebanon on July 20, 2006.

- 1 What have you gleaned about Liran's personality based on what you've just heard?
Students may notice that Liran cared deeply for other people as well as for other creatures and the environment. The film we are about to see is based on a small memory that Liran's father shared. This memory highlights Liran's empathy.
 - 2 We are going to watch the film twice. The first time, I want you to pay attention to the story. At the end, I will ask you to write a one-sentence summary of the film.
-  [View the film.](#)
Allow one minute for the written summary. Walk around to check for understanding; ask 1-2 students to share their answers.

- 3 We are now going to watch the film the second time. This film was created by Liran's favorite cartoonist, Uri Fink. Uri and his team chose the elements of the film very carefully; each detail, including sound, color, and animation style, adds another layer of meaning. As you watch the film, think about how the choices that the artists made make the film more meaningful for you.
- 4 *After viewing the film a second time, allow the students to sit with their thoughts for 1-2 minutes (if the class is not suited for this, skip this step). Ask students to share their thoughts about the artistic elements of the film (for example, the green color palette connects us to nature; Liran's bright cartoons and red shirt stand out as being full of life; the music keeps us in suspense, which helps us feel each of the characters' surprise at different points in the film, etc.) Remind the students that there are numerous observations about the film that could take us in many different directions. Use the "parking lot" of ideas to write down observations that students may want to revisit at another time.*
- 5 Introduce a think-pair-share session at the students' tables. This short film tells us a lot about who Liran Saadia was. Let's take a few minutes to unpack the film together. First, think about the following questions. You may jot down your thoughts on your paper. Then, share your thoughts with your partner.
 - 7 The film is told from the perspective of the turtle. During most of the film, the turtle is either in a box or in his shell (or both.) **Why do you think the filmmakers chose to narrate the story from the turtle's point of view?**

Note to Facilitator: Some points to consider raising for discussion: The turtle is an endearing character that makes this important film accessible to a wide audience; the turtle has a narrow view of what is happening to it, but the audience must consider what is going on "outside of the box"; the turtle has very simple needs – to be loved and taken care of by his family – are these needs really any different from human needs?

- 7 **What does this film teach us about Liran?**
- 7 **Does this film have a happy ending?**

Note to Facilitator: This part of the discussion is very important for engaging the students in a deeper understanding of both the film and the identity of Liran. The timing for this activity should depend on the dynamic of the class. If think-pair-share isn't working, small group discussions may be another option. Students can also be given the option to share their thoughts in writing.

Part Three

Perspective Activity and Analysis

In this activity, students will be asked to retell the story from a different perspective. They can choose their character (Liran's father, Liran, turtle's mother) and their medium (drama or cartooning.) Depending on the breakdown of choices, the sharing component can be done as a class, with volunteers sharing their work, or as a jigsaw. Either way, at least one example of each perspective should be shared.

- 1 The story in the film was narrated by the turtle. We know what the turtle saw, heard, and thought, but what do we know about the other characters in the film?
- 2 The next activity will push us to think about the events in this film from another perspective. Choose a different character from the film, either Liran, Liran's father, or the turtle's mother. Retell the events of the film from that character's perspective. You may retell the story using drama, by narrating the story from a different point of view. Alternatively, you can use one of the cartoon templates to sketch a comic strip version of the film. You will have 10-15 minutes to work on your project, and then you will have an opportunity to share it with the class.

Allow students to work and share, as suggested above.

- 3 Now that you have had the opportunity to think about the events in the film from a different angle and have seen some of your classmates' work as well, let's think about how different perspectives can impact the way we relate to other creatures.
- 4 What was the father's motivation for taking the turtle? Do you think he was surprised by Liran's insistence to put the turtle back? *Students may suggest that considering the film from the father's perspective helps us understand his love for his son.*
- 5 *How did Liran feel when he first saw the turtle? How did his feelings change when he heard where the turtle came from? Why do you think Liran insisted on putting the turtle back? How does exploring Liran's perspective give us a glimpse into his values? Students may observe that Liran felt empathy for the turtle and the turtle's family, who must have been missing him.*
- 6 The turtle's mother was the least visible character in the film, so we don't really know much about what she was doing or thinking while her child was away. What do you think was going through her mind?

Note to Facilitator: Some points to consider: The mother turtle seems to be very matter-of-fact, and she possesses a strength and calmness that must have helped her through the time that her child was missing. This reflects the basic, primal importance of family; it was clear to the viewer that the turtle simply belonged back at home, safe and sound, with his mother. Perhaps this character is there to help us connect to the inner strength that a mother of any soldier must feel while her child is in danger.

- 7 Earlier, you shared your thoughts about whether or not the film had a happy ending. On the one hand, the turtle is reunited with his mother. Underlying this scene, however, is our knowledge that Liran himself was forever taken away from his family when he was killed. Why do you think the animators left us with this image of the mother turtle putting her child to sleep? How did this scene make you feel?
- 8 Now that we have explored this memory from different perspectives, what did you learn? What motivated the actions of each of the people/creatures in the film?
- 9 For Liran, each creature was an entire world in and of itself. When Liran was killed, an entire world was lost too.

Part Four

Conclusion and Exit Ticket

(5 minutes)

- * Today, we learned about a remarkable young man, Liran Saadia, who was tragically killed while serving in the Lebanon War. We learned about his life and about one of his most significant traits: his ability to empathize with everyone and everything and, as a result, care and have compassion for all creatures.
- * On your "exit ticket," write down one thing that you will do to honor Liran's memory.

