

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



In memory of Keren Tendler

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 Tendler. 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 Tendler?
-  Who is allowed to mourn?

Goals:

Students will be able to:

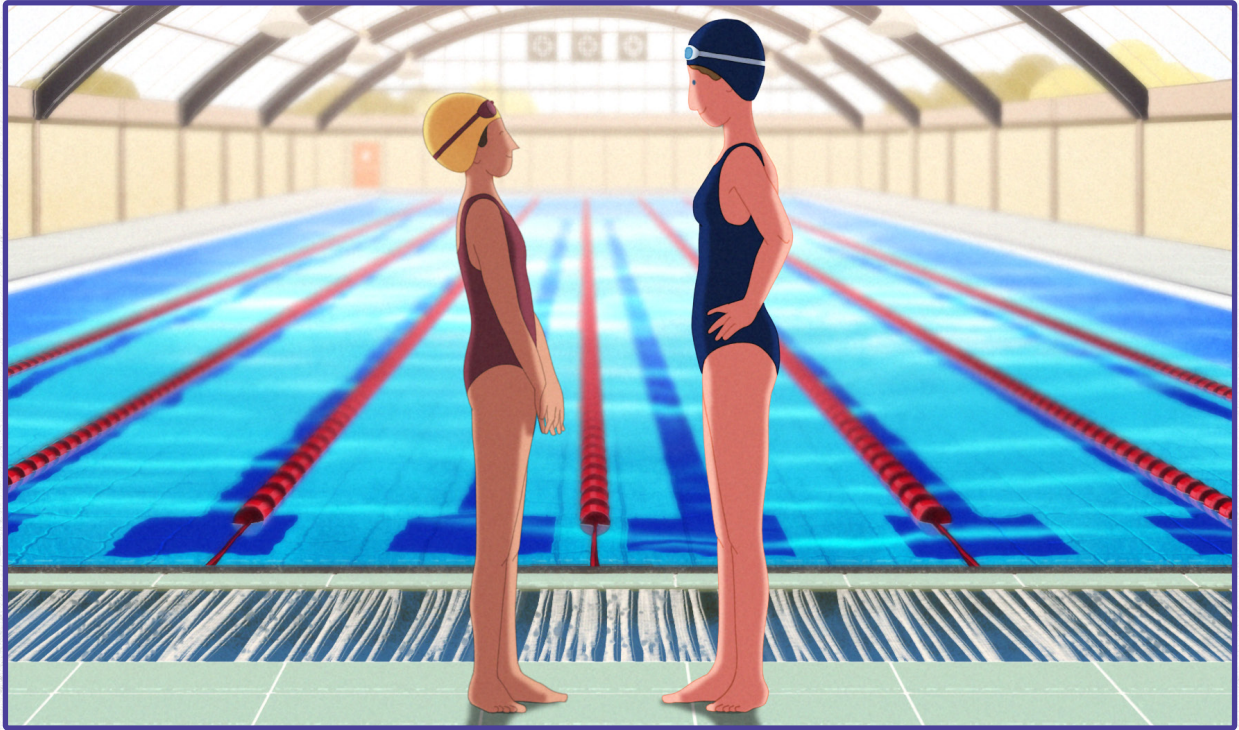
- * Describe the life and story of Keren Tendler
- * Illustrate the idea that each of us wears different “hats”
- * Define the concept of mourning in broader terms than the Jewish custom of *shiva*
- * Reflect on how sharing memories can be a way to mourn the loss of a relationship and process grief

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.



Part I

Defining our Roles – Activity

(10-15 minutes)

Facilitator: Today we are going to learn about Keren Tendler. Keren wore many hats: she was a daughter, a sister, a swimmer, an artist, and a friend. Keren was also a mechanical engineer who was killed while serving as a flight mechanic in the Second Lebanon War, in 2006. We will learn a bit more about Keren in a little while.

As you heard in the brief description, Keren's persona had many different facets. Each one of us has many different aspects to our personalities. Let's explore this idea with an activity.

- 1 Imagine that you are setting up several new social media profiles. You are required to post a picture of yourself as well as a brief description of who you are for each account. Think about how you want to present yourself to the people who will be checking out your profile. What will you wear? How will you describe yourself? Through what lens do you want people to see you?
- 2 Choose two different types of social media accounts from among the following list: Instagram (social), Tik-Tok (videos), LinkedIn (professional), Twitter (social), Pinterest (hobbies). For each, sketch or describe your profile picture, and write a 1-2 sentence description for your imaginary profile.

- ❓ Did you find this exercise challenging? [*thumbs up/down*] For those who found it challenging, what made it so? *Allow several students to share examples of their profiles, pointing out differences between the different profiles.*

This exercise demonstrates that we often present ourselves in different ways, depending on the circumstances or the people we are around. While a person may not be active in all these roles all of the time, they all make up a part of his or her identity. The many facets of our identity form the basis of our interpersonal relationships. Our immediate family, for example, may be exposed to many, if not all, of these facets, whereas other relationships are based on a select few.

Part Two


“Silent Waters” in memory of Keren Tendler

(15-20 min)

Facilitator [*please refer to background information linked above*]:

Let's return to Keren Tendler. Keren was an impressive person with many interests and talents. Even though Keren was at the top in her field as a mechanical engineer, her supervisors were hesitant to send her into battle in 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.

- Many different people knew and cared about Keren: 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 relationship between Keren Tendler and Naama Mashiach, 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.
- We will watch the film twice. The first time, I would like you to experience the film without any outside influence.

 **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 have seen.

We will now watch the film the second time. As you watch, think about the following:

- 1. Which of Keren's many roles do we learn about in the film? Are they connected to each other? If so, in what ways?

It might be worthwhile to consider the ways in which Keren is a team player, and that she doesn't "stay in her lane" – some roles, such as being a mentor, are seen across different areas of her life.

- 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 tell the story?

Some points to consider: The animation allows for Keren's different roles to blend together. 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.

- After viewing the film, launch a think-pair-share activity to discuss the questions above, allowing 1-2 minutes for the thinking stage, and 4-5 minutes for the pair-share stage.
 - Regroup as a class and unpack the film with a discussion based on the questions below; refer to the link above for the animator's comments. Encourage students to ground their observations in specific elements of the film.
- 3. How would you describe the friendship between Keren and Naama? Does this remind you of any relationship in your life that is similar?
 - 4. What traits are common among the different roles Keren plays, as they are described in the film?
 - 5. What is Naama's role in Keren's life?
 - 6. How do the elements of the film help tell its story?

Part Three

Who Can to Mourn? Discussion

(10 minutes)

Please refer to the sensitivity note in the introduction:

Facilitator:

When someone passes away, many people are impacted by the loss. Sharing memories can be a way for people to mourn and process grief. Typically, when we think about the Jewish tradition of mourning, our thoughts turn to the immediate family. 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](#)].
- In fact, Jewish tradition suggests that the immediate family sit shiva. During the week following the funeral, the family – parents, spouse, children, 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 and feel like?

Can there be other mourners, outside of the family?

- In the film we watched, Naama is not one of Keren's immediate family members, yet she is also a mourner.

What makes Naama a mourner? What do you think Naama misses most about Keren?

 Earlier in the lesson, we discussed how each of us has many different elements to our personalities. Each of these elements opens up a circle of connection with others. We may not even realize how many people we are connected to. Let's go back to the social media example.

How many people might see a post on social media? Of those who see the post, how many do we actually know personally? We have connections with many different types of people, based on shared values and experiences, and we may never really know how far these connections reach, or whom we might affect.

When someone passes away, we may feel their loss, even if we don't know them personally. We can be mourners for people with whom we share a connection, such as a deeply shared value. Every year, on the day before Israel's Independence Day (Yom Ha'atzmaut), the country commemorates Memorial Day, Yom HaZikaron. On this day, the entire 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 lost their lives for Israel, as well as regular citizens whose lives were tragically cut short by terror attacks. We might not have known these people, but we feel connected to them through our shared values. In this way, on *Yom HaZikaron* we are all mourners.

Part Four

Wrap-Up and Exit Ticket

(5-10 minutes)

Today we learned about Keren Tendler through the memory of her friend, Naama.

- ❓ Why do you think it is important for people with different types of connection to the person who passed away to share their memories of them?

