Holding Out For A Hero

Artist: Bonnie Tyler

Year: 1984

Genre: Pop rock

Lyric Video
Official video
Lyrics

Notably featured in the movie soundtracks:
- Shrek 2 (2004)
- The Super Mario Bros. Movie (2023)

IDEAS & ACTIVITIES

★ Bonnie Tyler recorded this song in 1984 for use in the movie Footloose, but it has been used in several movie soundtracks since that time. Here are 2 suitable links to watch and discuss the enhancement that the song makes to the visual scene being depicted:
   ○ Shrek 2 (2004)
   ○ The Super Mario Bros. Movie (2023)
★ In small groups, then as a class, define the word 'hero' - brainstorm words that you associate with heroes. (Could do - Looks like/Sounds Like/Feels Like.) After you have come up with your own definition of a hero, look up a dictionary definition.
★ Discuss make-believe heroes (write a list) and share your favourite one, giving reasons why. Design your own hero character (name, costume, features and powers). Consider a real-life problem that would be good to solve and how your make believe character could help. (Could do as an oral presentation.)
★ Older students could write a story about their hero (real-life hero or imaginary character).
★ Older students could research a particular hero or person, explaining what they have achieved and why they are a hero - present an oral talk with accompanying digital presentation of photos and key points. (Could be done in pairs.)
★ Discuss real life life heroes - make a list and discuss who deserves to be on the list and why. Remember that different people can have different opinions on what makes a hero. (Heroes could be modern day or historic, from the past.) Heroes could be those who assist in emergencies, those who care for others (eg. Meals on Wheels, Australian Red Cross etc). Children may raise world events or news where assistance has been provided, such as natural disasters or wars/conflict.
   (Note: Teachers could customise this to their setting to discuss a relevant hero, such as a historical figure, Indigenous activist, Bible character etc.)

★ Heroes are often described according to their qualities, values or dispositions. Choose which qualities are relevant for your class or school context and use books as a springboard to encourage the development of these qualities in your students. Here are some examples:
  ○ Kindness Is My Superpower
  ○ Gratitude is My Superpower
  ○ Breathing is My Superpower
  ○ Empathy is Your Superpower

  Diana Alber Series (there are several - here a few to get you started):

  ○ A Little Spot of Perseverance
  ○ A Little Spot of Happiness
  ○ A Little Respectful Spot
  ○ A Little Thankful Spot
  ○ A Little Spot Learns Kind Words

LINKS TO THE AUSTRALIAN CURRICULUM

English

Foundation

- Share feelings and thoughts about the events and characters in texts (ACELT1783)

Year 1

- Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Year 2

- Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)
- Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

Years 3

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)

Year 4

- Create literary texts that explore students' own experiences and imagining (ACELT1607)
- Create literary texts by developing storylines, characters and settings (ACELT1794)
- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

Year 5

- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources [(ACELY1703)](ACELY1703)
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience [(ACELY1704)](ACELY1704)

Year 6

- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts [(ACELT1613)](ACELT1613)
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots [(ACELT1614)](ACELT1614)
- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways [(ACELT1618)](ACELT1618)
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions [(ACELY1709)](ACELY1709)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis [(ACELY1710)](ACELY1710)
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts [(ACELY1713)](ACELY1713)
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience [(ACELY1714)](ACELY1714)
- Use a range of software, including word processing programs, learning new functions as required to create texts [(ACELY1717)](ACELY1717)

Media Arts

Year 5 & 6

- Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text [(ACAMAM062)](ACAMAM062)