

THE BEACON KEEPERS



FIRST LIGHT

DISCUSSION & REFLECTION

PROMPTS

UNITS 1-6

Support Materials

Educational Use Notice

These materials are provided by Lordsburg Press as optional companion resources for *The Beacon Keepers: First Light*. They are designed to support classroom, library, homeschool, family, and small-group conversations around the themes of the book, including trust, teamwork, integrity, student voice, purpose, and responsible leadership. These resources are not a formal curriculum, clinical program, counseling tool, psychological assessment, or substitute for professional judgment. Educators, librarians, parents, and facilitators should adapt questions and activities based on student age, readiness, classroom culture, district policy, and local requirements. Some prompts may invite personal reflection. Students should never be required to share private experiences. They may respond from their own experience, from a character's experience, or through a general "someone might" example.

DISCUSSION & REFLECTION PROMPTS

Reflection questions for trust, teamwork, integrity, student voice, and purposeful action

These discussion prompts are designed for morning meeting, advisory circles, small-group discussion, or the first five minutes of class. They are reflection-first conversations, not tests, and there is no single right answer.

Because some prompts may touch on personal feelings, students should always have a choice in how they respond. They may answer from their own experience, from a character's experience, or by saying what "someone might" feel in that situation.

The goal is not to make students share more than they are ready to share. The goal is to help them notice, think, listen, and connect the story to real choices people face every day.

Unit 1 (Ch. 1–4)

1A

Setup: Ziggy tells Leo, Jada, and Max that he noticed specific things about each of them before he ever said a word.

Question: *What do you think someone would notice about you if they spent a week paying attention to how you show up?*

Follow-up: Would that match what you think is most important about yourself?

Listen for: *Students distinguishing between what they do and who they are.*

1B

Setup: Leo's mom, Jada's grandmother, and Max's sister Carmen all help the main characters figure something out — but none of them give answers directly.

Question: *How does someone help you best — by telling you what to do, or by helping you figure it out yourself?*

Follow-up: Can you think of a time someone helped you without giving you the answer?

Listen for: *Students recognizing the difference between directive and supportive help.*

Unit 2 (Ch. 5–8)

2A

Setup: Max invites Maya by describing the group as “a place where people are allowed to be unfinished.”

Question: *What does it feel like to be welcomed into something even when you’re not sure you fit yet?*

Follow-up: What’s the difference between being invited and being welcomed?

Listen for: *Students distinguishing between being included and truly feeling welcome.*

2B

Setup: After helping set up the room, Maya says: “This is what belonging feels like. Like I’m not just in the room. I matter to the room.”

Question: *Why do you think helping build the room changed how Maya felt about being part of the group?*

Follow-up: What is the difference between being present in a group and contributing to a group?

Optional personal connection: What is one way a classroom, club, or team can help people feel like their contribution matters?

Listen for: *Students articulating the difference between attendance, participation, and meaningful contribution.*

Unit 3 (Ch. 9–12)

3A

Setup: The Beacon Keepers discover that Amil accessed data he shouldn't have — even though his intentions were good.

Question: *When you find out a friend made a mistake, what do you do? Does it matter whether they meant well?*

Follow-up: Is there a difference between protecting a friend and helping a friend?

Listen for: *Students grappling with the gap between intentions and impact.*

3B

Setup: Max tells Leo: “You notice everything. That’s your whole thing. And you didn’t notice me.”

Question: *Why do you think that moment hurt Max?*

Follow-up: What makes it hard to tell someone they missed something important?

Listen for: *Students connecting honest feedback with trust, vulnerability, and repair.*

Unit 4 (Ch. 13–16)

4A

Setup: Dr. Martinez writes PROVE. PROTECT. PRACTICE. on the whiteboard. Max calls it “homework with a helmet.”

Question: *What’s something you care about enough to show with evidence, not just words?*

Follow-up: What kind of evidence would help someone understand that the work matters?

Listen for: *Students identifying things they’d fight for with evidence, not just emotion.*

4B

Setup: The Beacon Keepers have to present their work to judges who don’t know them.

Question: *What helps you feel ready for something scary? Not brave — ready?*

Follow-up: Is there a difference between being confident and being prepared?

Listen for: *Students separating preparation from confidence.*

Unit 5 (Ch. 17–19)

5A

Setup: Dr. Martinez gives the team three questions before saying yes: Does it serve the mission or purpose? Does it make us stronger? Can we do it without breaking?

Question: *What is something good that can still become too much if a person says yes to everything?*

Follow-up: Why is saying no to something good sometimes the right decision?

Optional character connection: How do the Beacon Keepers know when an opportunity is exciting but too much for the team right now?

Listen for: *Students recognizing that wise leadership includes limits, focus, and protecting the team from overcommitment before it harms safety, quality, or trust.*

5B

Setup: Ziggy tells Leo: “The debt goes forward, not back.” He means you repay what someone gave you by giving it to the next person.

Question: *What does it mean to “pass forward” help, trust, or encouragement?*

Follow-up: How does a person show gratitude through action, not just words?

Optional character or personal connection: Think of a character, a real person, or a general example. Who gave someone a chance, and how could that chance be passed forward?

Listen for: *Students connecting gratitude to action, recognizing encouragement as something that can continue beyond the original person who gave it.*

Unit 6 (Ch. 20)

6A

Setup: The Beacon Keepers don't win the state competition but receive a special recognition from the Department of Education.

Question: *When did losing or not getting what you wanted turn out to be okay – or even better than winning would have been?*

Follow-up: Does this change how you think about success?

Listen for: *Students redefining success beyond winning.*

6B

Setup: Sara gives Jada a drawing of Jada herself, the first time Jada has been seen the way she sees others.

Question: *What are some signs that someone really sees you, not just what you do or what others expect from you?*

Follow-up: Why do you think Sara's drawing matters so much to Jada?

Optional personal connection: What is one way a person can help someone else feel truly seen?

Listen for: *Students reflecting on attention, care, mutual respect, and the difference between being noticed and being understood.*

EXTENDED LEADERSHIP DISCUSSIONS

Use these prompts when students are ready to move from reflection into deeper conversations about leadership, teamwork, trust, accountability, and decision-making.

These questions are designed for older readers, advanced groups, advisory discussion, or classes ready to think beyond what happened in the story and into why it matters. Students may respond through the characters, real-world examples, or general “someone might” situations when personal sharing is not appropriate.

1. Systems and People

Setup: Leo’s mother tells him, “The system isn’t the point. The people inside it are.”

Question: *When do rules or systems help people feel safe, included, or prepared? When can they accidentally leave people out?*

Follow-up: How could a student help improve a system at school without blaming people?

Listen for: *Students noticing the difference between order for control and order for care.*

2. Intentions and Impact

Setup: Amil wants to help the team, but he accesses information he should not have seen.

Question: *Can someone mean well and still cause harm? What should happen next when that happens?*

Follow-up: What is the difference between hiding a mistake and repairing one?

Listen for: *Students separating blame from accountability.*

3. Busy Is Not the Same as Together

Setup: The team keeps working, but they start drifting into separate corners and stop communicating.

Question: *How can a group look productive but still stop acting like a team?*

Follow-up: What helps a team come back together before things fall apart?

Listen for: *Students identifying communication, shared purpose, and check-ins as part of teamwork.*

4. Safe Enough to Tell the Truth

Setup: The Beacon Keepers learn that trust does not mean avoiding hard conversations.

Question: *What makes a group safe enough for someone to say, “I disagree,” “I made a mistake,” or “I need help”?*

Follow-up: What can students do to make honesty less scary for each other?

Listen for: *Students understanding that safety is not the absence of discomfort. It is the presence of trust.*

5. Quiet Leadership

Setup: Not every Beacon Keeper leads loudly. Some lead by noticing, organizing, checking, listening, or helping others feel steady.

Question: *Which character shows quiet leadership? What makes that kind of leadership important?*

Follow-up: What is one quiet way a student can lead in a classroom, team, or friendship?

Listen for: *Students recognizing leadership beyond popularity, volume, or titles.*

6. Purpose Under Pressure

Setup: Ethan’s team looks polished and impressive, but the Beacon Keepers have to decide what kind of team they want to be.

Question: *How do you stay focused on your purpose when someone else looks more impressive?*

Follow-up: What is the difference between wanting to do well and needing to look important?

Listen for: *Students naming comparison, pressure, and integrity.*
