



The most underestimated person on the planet ...

... may be the only one who can save it.

LISETTE AUTON

TEACHING RESOURCE



THE_REBEL_READING_SOCIETY

Created by

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MINI.MIDNIGHT.READS

in collaboration with

Lisette Auton and Puffin Books



LISETTE_AUTON



PUFFINBOOKSUK

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The Starlight Rebel is a sci-fi book set on a futuristic Earth. The story centres the main character, Astrifer, finding courage to be herself and to stand up for what she believes in. It is an outstanding read that gives essential and relevant narrative to current events, many of which are built into the discussion questions below. As well as its justice centred narrative, the story sensitively highlights the experience of neurodiverse children in a world not designed for them. The book, in accompaniment with this guide, link in with many areas of the National Curriculum for KS2 & KS3, particularly English & History.



Word of the Chapter - For each chapter there is a word of interest selected from the text. These can be used in a variety of ways -

- Discussion of the word meanings.
- Prompts for looking up in dictionaries independently.
- Spelling practice.
- As writing prompts, to embed with the correct context within sentences.

Discussion Prompt - Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book, to reflecting on the situations presented. For this book many of them lean into topics of social justice.

Activity Ideas - There are a selection of activity ideas that link in with the text, each touching on key topic areas.



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CHAPTER BREAKDOWN

Prologue

- **Word** - traversing
- **Discussion Prompt** - The chapter is set in 3886, what would your ideal future look like?

Chapter 1

- **Word** - befuddled
- **Discussion Prompt** - Why do you think Astrifer is unhappy with her freckles?

Chapter 2

- **Word** - admonished
- **Discussion Prompt** - What do you think of the different parents' responses when Rainbow & Astrifer's friendship ended?

Chapter 3

- **Word** - undulating
- **Discussion Prompt** - What are your thoughts on the control of the Neon Government? (Page 39)

Chapter 4

- **Word** - sequence
- **Discussion Prompt** - How would you feel about the government knowing everything about you?

Chapter 5

- **Word** - cacophony
- **Discussion Prompt** - What do you think is meant by the jingle "No Advertising, No Life" referenced on page 49.

Chapter 6

- **Word** - replica
- **Discussion Prompt** - Do you think that it's fair that the children of the Government leaders are given opportunities that the other children are not?

Chapter 7

- **Word** - ingratiate
- **Discussion Prompt** - How would you feel if your future job was determined for you as a child?

Chapter 8

- **Word** - biometrics
- **Discussion Prompt** - What are your predictions for what might happen in the rest of the book?

Chapter 9

- **Word** - kindness
- **Discussion Prompt** - What has this chapter shown you about the value of feeling accepted and welcomed by the people around you?

Chapter 10

- **Word** - vetted
- **Discussion Prompt** - Do you think Slugger and Doris know something about Astrifer's freckles?



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Chapter 11

- **Word** - propagating
- **Discussion Prompt** - What are your thoughts on nature being designated to just a museum in the future?

Chapter 12

- **Word** - heliocentric
- **Discussion Prompt** - How do you think Astrifer feels in this chapter?

Chapter 13

- **Word** - epitome
- **Discussion Prompt** - What are your thoughts on barriers and walls separating people from outside of a location from entering?

Chapter 14

- **Word** - frantically
- **Discussion Prompt** - Astrifer felt she knew how to best communicate with her mum, how do you feel you communicate best with those around you?

Chapter 15

- **Word** - cargo
- **Discussion Prompt** - Astrifer played retro arcade game songs in her head - what song would you have narrate your life?

Chapter 16

- **Word** - pronounce
- **Discussion Prompt** - How do you think Rainbow's reappearance will impact upon the storyline?

Chapter 17

- **Word** - deciphering
- **Discussion Prompt** - How do you think Astrifer feels at the beginning of the chapter compared to the end?

Chapter 18

- **Word** - discriminatory
- **Discussion Prompt** - Why do you think Rainbow is finding it difficult to accept what Opi is saying?

Chapter 19

- **Word** - magnitude
- **Discussion Prompt** - Do you think that Opi's expectations match what they encountered?

Chapter 20

- **Word** - scintillating
- **Discussion Prompt** - How do you think Opi's childhood was different from Astrifer's?



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Chapter 21

- **Word** - retaliate
- **Discussion Prompt** - What do you predict is going to happen when Doris opens the door?

Chapter 22

- **Word** - unperturbed
- **Discussion Prompt** - How would the world be different if there really were no moon?

Chapter 23

- **Word** - biofuel
- **Discussion Prompt** - What highlights would you put on your life-story map? Maybe you'd like to draw one of your own!

Chapter 24

- **Word** - preliminary
- **Discussion Prompt** - How are the characters modelling working as a team?

Chapter 25

- **Word** - accelerated
- **Discussion Prompt** - Why do you think people believed Field Marshall Firework?

Chapter 26

- **Word** - demographic
- **Discussion Prompt** - Can you summarise Opi's character in one sentence?

Chapter 27

- **Word** - legitimately
- **Discussion Prompt** - How do you think you'd feel visiting this futuristic version of Earth?

Chapter 28

- **Word** - perceptible
- **Discussion Prompt** - What can this chapter tell us about the impression people give on the outside, compared to who they are inside/behind the scenes?

Chapter 29

- **Word** - seize
- **Discussion Prompt** - Why do you think the Highlighters wore balaclavas?

Chapter 30

- **Word** - reverberated
- **Discussion Prompt** - Why do you think Astrifer has felt underestimated?



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Chapter 31

- **Word** - delegates
- **Discussion Prompt** - On page 236, Astrifer reflects that “my brain was full of scrambled egg and sour candyfloss”, what do you think this metaphor is implying?

Chapter 32

- **Word** - surge
- **Discussion Prompt** - How do you think the government has used a narrative of division and hate to make their people fear outsiders?

Chapter 33

- **Word** - syllables
- **Discussion Prompt** - What does hope mean?

Chapter 34

- **Word** - hypnotized
- **Discussion Prompt** - How has the government acted to protect themselves instead of the people?

Chapter 35

- **Word** - honed
- **Discussion Prompt** - What methods do you find helpful when you're feeling anxious or overwhelmed?

Chapter 36

- **Word** - tyrant
- **Discussion Prompt** - How have we seen Rainbow's character develop throughout the book?

Chapter 37

- **Word** - flabbergasted
- **Discussion Prompt** - How do you predict the story will end?

Chapter 38

- **Word** - indoctrinated
- **Discussion Prompt** - On page 278, one of the placards proclaims “Let our future be informed by the past”, is this something that you think is important in our world today too?

Chapter 39

- **Word** - exasperated
- **Discussion Prompt** - Why do you think the media isn't showing the protest?

Chapter 40

- **Word** - glint
- **Discussion Prompt** - Describe Astrifer's character in 3 words.



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Chapter 41

- **Word** - desiccated
- **Discussion Prompt** - How does Opi validate Astrifer's actions and how her brain works?

Chapter 42

- **Word** - revolution
- **Discussion Prompt** - What do you think you would have believed if you were there?

Chapter 43

- **Word** - cartographer
- **Discussion Prompt** - What is the biggest lesson you learnt from this book?

Epilogue

- **Word** - dignified
- **Discussion Prompt** - Who do you think should read this book and why?

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WIDER CURRICULUM ACTIVITY IDEAS

Page 5 - History Prompt



Track the current location of Halley's comet online, extend this by recording the years it was previously passing earth; and the events that happened here on those years. Below are some suggestions, or pick your own.

- 1222 - The times of Gengis Khan's Mongol Empire.
- 1758 - Oba Ozolua, often referred to as one of the greatest warrior-kings, lead the Kingdom of Benin.
- 1910 - Stravinsky's ballet The Firebird premiers.
- 2061 - Predictions for what will be happening on Earth this year.

Page 62 - Writing Prompt



Write or draw what it means to be a child in 2025 - you may wish to extend this by reflecting on the disparities between childhood experiences.

Page 93 - Cooking Prompt



Make a recipe that has seeds as a focal ingredient, some ideas are seeded bread, chia seed pudding or pomegranate salad. In settings where this is not an option, learn about seeds as foods together. This could also link in with celebrating foods enjoyed by cultures other than our own.

Page 103 - Writing Address



A 'cosmic address' is like a postal address, but describes our location in the Universe. Write a postcard to yourself from Opi that has your cosmic address on it.

Page 108 - Art Prompt



Research photographs taken with the James Webb telescope and use this to inspire your own art pieces.



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WIDER CURRICULUM ACTIVITY IDEAS

Page 146 - Research Prompt



Learn about what Mycelium is and create an educational poster with what you've learnt - you may wish to go for an autumn nature walk alongside this.

Page 166 - Maths Prompt



Research what the Fibonacci Sequence is and either create an art piece based on the spiral shapes or go on a nature walk to spot them in the natural world.

Page 209 - Writing Prompt



Considering your audience, and the information that would need to be available, make the invitations referenced in this chapter.

Page 284 - Creative Prompt



Create your own piece of media reporting on the protests. Consider who your audience might be and how you want them to feel about the protests. Choose from one of the options below, or a choice of your own.

- Create a front page newspaper story.
- Record a news bulletin reporting on the protests.
- Write a theoretical online opinion piece about the protests.



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CURRICULUM LINKS - KS2 & KS3

Included in this list are both links that are found directly within the book and ideas that have been extended upon within this guide.

- **English**

- Spoken Language
- Reading Comprehension - recommending books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion.
- Writing - identifying the audience, writing for a wide range of purposes.

- **Design & Technology**

- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

- **Relationships Education**

- Caring Friendships - how important friendships are in making us feel happy and secure, and how people choose and make friends

- **History**

- A non-European society that provides contrasts with British history

- **Art**

- Improve art and design techniques

