

10 Discussion Questions for *Getting What I Deserve* – Book Clubs & Classrooms

Whether you're an educator, a librarian, or a book club leader, *Getting What I Deserve* opens the door to honest and important conversations. This story explores bullying, toxic friendship, anxiety, and resilience—making it a powerful tool for classroom discussion or small group reflection.

Here are **10 thoughtful, student-friendly questions** to help guide conversation, promote empathy, and encourage deeper understanding of the story and its characters.

Why Use This Book in a Group Setting?

- It addresses **emotional manipulation and social dynamics** that many students face but struggle to name.
- It promotes **critical thinking about power, peer pressure, and personal growth**.
- It offers a chance to reflect on **self-worth, bystander behavior**, and what healthy friendship really looks like.
- The story is **relatable but layered**, allowing students of different reading levels and experiences to engage.

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10 Discussion Questions for *Getting What I Deserve*

1. What does “Charlie Day” represent in the story?

How does this weekly ritual affect Charlie emotionally, and what does it say about the group dynamics at school?

2. Do you think Mark believed he was helping Charlie—or was he controlling him?

Explore how Mark’s actions might seem “supportive” on the surface but are actually manipulative. Can both things be true?

3. Why do you think Charlie didn’t tell his parents or teachers what was happening?

What are some reasons students might stay silent about bullying or toxic friendships in real life?

4. What role did the other students play in Charlie’s experience—even if they weren’t the bullies?

Talk about bystanders. How does silence from others impact a victim?

5. How does Charlie's voice change from the beginning of the book to the end?

What does that say about his growth—and how do you think he found that strength?

6. Have you ever seen or experienced a situation like the one in the story?

(Optional, depending on the group's comfort level.) What would you do differently now?

7. What does a healthy friendship look like?

How can you tell the difference between a friend who's trying to help... and one who's trying to control?

8. What does the title *Getting What I Deserve* mean to you after reading the book?

Is it ironic? Empowering? How does its meaning shift from beginning to end?

9. If you could give Charlie advice halfway through the story, what would you say?

Encourages empathy and critical thinking—students step outside the narrative to reflect.

10. What would a “healing” or “justice” ending look like for Charlie, beyond the last page?

Open-ended: Invite students to imagine Charlie's next chapter. Would it involve a new friend? Speaking up? Helping others?



Tips for Facilitating These Conversations

- Create a **safe space**—let students know there are no wrong answers.
- Use **writing prompts** or journaling before discussion to help quieter students process first.

- Respect boundaries. Let students pass on any question they're not comfortable answering.
 - Consider offering **anonymous response tools** for sensitive questions.
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Bring the Story Into Your Classroom or Book Club

If *Getting What I Deserve* resonated with your students or group, I'd love to hear about it—or help you build more resources for discussion.

Feel free to share your reflections or reach out at rich@richperceptions.com

Let's help kids like Charlie feel seen—and give every student the tools to speak up, reach out, and rise.
