

About *DELICATE*

Ivy's seemingly perfect, master-of-social-causes boyfriend breaks it off in the school hallway before their final exam. So much for love. It turns out Jeremy wants to get good and laid by someone new over summer vacation, before they both head off to different universities in the fall.

At her grandmother's seventy-fifth birthday party, Ivy is in no mood to socialize. In fact, she's downright delicate. Unfortunately, sixteen-year-old Lucan's peanut allergy reaction happens right in front of her eyes. As Ivy keeps him company the two realize they're second cousins who haven't seen each other in six years due to a mysterious family feud.

The old drama is the last thing on Lucan's mind. He has more immediate problems, like his mom's noisy playtime activities with her brash younger boyfriend. On top of that, Lucan's a constant witness to his best friend's toxic relationship, which he begins to suspect has become abusive.

As the weeks pass, Lucan and Ivy's summer seems more like a minefield of disastrous events — but at least they have their developing friendship with each other to count on. Or is that what's really going on?

About C.K. KELLY MARTIN

C.K. Kelly Martin's bestselling debut novel, *I Know It's Over*, was published in 2008. It was followed by *One Lonely Degree*, *The Lighter Side of Life and Death*, *My Beating Teenage Heart* and the sci-fi thriller, *Yesterday*. A graduate of the Film Studies program at York University, Martin currently resides in Oakville, Ontario.

Curriculum

Grade 9, 10, 11, 12 Health and Physical Education (Healthy Living — Human Development and Sexual Health)

Student Objectives

After reading *Delicate*, students will be able to:

Grades 9-10

- Discuss and describe the various methods through which to prevent STIs and pregnancies.
- Demonstrate their understanding, and build upon the skills needed to form what constitutes a “healthy” relationship—be that between peers, family, or in an intimate relationship.
- Understand consent and sexual safety/ discuss what misconceptions about sexuality are pervasive in society.
- Describe factors that may influence sexual relationships—personal values, familial expectations, desires, peer pressure, media influence.

Grades 11-12

- Discuss the importance of personal and interpersonal relationships/growth in one’s own development. How strengthening one’s relationships may help with improving one’s mood and improving their mental state.
- Understand the stages and growth of relationships, and the actions required to maintain these relationships—communication, coping, adaptability.
- Analyze harassment, abuse, and violence in relationships and their community, and the legal implications thereof and discuss what resources and support systems exist to help with these issues.
- Examine the portrayals of different types of relationships in the media.

Getting Started

1. Discuss the importance of consent and openness (informing a partner of conditions, relationship status, etc.)
2. Discuss the importance and nature of relationships for students. How might their current relationships differ from their parents? How might they change within the next few years?
3. Provide examples of different “types” of relationships. How are they or aren’t they “healthy”?

Discussion Questions

1. Is Ivy being unrealistic? Is she too concerned with the moment? (Chapter 1)
2. Is Lucan's behavior problematic? Will his actions conflicting with his thoughts be an issue? (Chapter 2)
3. What similarities are there between Betina and Ivy's situations? In what ways are they both unhealthy? (Chapter 3)
4. Does Ivy really want to be with Jeremy again, or does she just want to have sex with him? (Chapter 3)
5. Is Ivy right to be angry, should she have seen this coming? (Chapter 5)
6. Should Lucan have looked more into what was going on in the hallway? (Chapter 8)
7. Given Ivy's symptoms and Jeremy's actions, what connection may be drawn? (Chapter 9)
8. Is Ivy's plan a good one? Is it the appropriate course of action? (Chapter 11)
9. Regardless of blood, are Lucan's musings on a potential relationship still ok? Why might people object to it? (Chapter 12)
10. Why does Jeremy insist on calling? Is he actually sorry or does he just want to be validated? (Chapter 15)
11. How might their parent's situations mirror their own? (Chapter 19)
12. Is it right of Ivy to shame Betina for her choices? (Page 179, Chapter 21)
13. Does Ivy actually want advice from Shaye, or does she just want her opinion validated? (Chapter 25)
14. How does a potential relationship between the two look? How have the past few weeks changed them? (Chapter 26)