***Precious***

**Movie permission and rationale form**

**Family and Gender Studies**

**Mz. Hope**

This movie is a challenging one. However, the issues and the strategies is raises, I believe, are very valuable to explore and discuss in a safe, inclusive, educational environment. Furthermore, one of the methods used by the main character to survive and resist terrible circumstances, explore herself and her options, and to ultimately gain empowerment, is that of “free writing”- otherwise known as stream of consciousness writing. In our course, this type of writing will be used as a primary learning tool. This movie will help to set up the guidelines around these exploratory journals which will provide a forum for a high level of personal response. The film is based on the novel *Push* by Sapphire.

Age: 15+; MPAA Rated R (for child abuse including sexual assault, and pervasive language); 2009; 110 Minutes; Color.

**Rationale for Using the Movie:** This film provides insight into what it's like to be raised unloved, abused, and hopeless. It shows that with love and nurturing even children of the most dysfunctional families can move forward with their lives and attain a triumph of the human spirit (http://www.teachwithmovies.org/guides/precious.html).

**Possible concerns:** The story provides graphic depictions of the psychological defense mechanism of **dissociation**. One incident of the incest/rape and another of a woman masturbating are shown; however, the scenes are not graphic. Repeated instances of physical abuse of a child by her mother are shown. The film is shot through with profanity (<http://www.teachwithmovies.org/guides/precious.html>).

\*This film could be a possible trigger for some students\*

**Objectives/Student Outcomes:**

 As Gabourey Sidibe, the college student who played the lead role said,

“I know this girl. . . . I've seen her, I've lived beside this girl. . . . I didn't want to be friends with those girls because they had too much drama going on in their lives. I feel guilty for having ignored them."

The topics and questions, emotions and reactions will be used to inform writing assignments and class discussion. We will culminate the project with a small research assignment in which students will further their knowledge on a chosen topic related to the film.

**Please note:** Students without permission to view the film or who, for their own reasons, choose not to, will be given an alternative assignment in the library. This assignment will look into Canada’s social programs dealing with teen pregnancy, child abuse, and resources and support for those in need. **Please see attached permission slip form.**

**MOVIE PERMISSION SLIP:**

I have reviewed the description, rationale, possible concerns, and objections sections of the attached movie permission form for Family and Gender studies. I am aware that the Motion Picture Association of America (MPAA) has given this film the rating R and for ages 15+. I have been informed that there is an alternative assignment.

I give permission for my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to watch the film in Family and Gender Studies.

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*Signature and email of Parent*

Please return only the signed permission slip.