

You will share the (short) story of your name and acting origin story/lineage with the class.

A note on time:

You can expect that this assignment will take 1.5-2.5 hours of focused attention. **A written script must be submitted by EOD Monday, Sept 26 as a PDF** (you can upload as many revised versions as you wish).

You don't need to answer all of these, but here are some ideas to get you started:

- Who named you?
- How did they decide upon your name?
- What does your name mean?
- Were you named for someone else? What's the connection?
- Do you have any thoughts/feelings about your name?
- Did you ever imagine yourself with a different one, or have you changed your name?

You may need to do a little research to find out about how you were named. However, it is possible that the people who named you are no longer in your life or cannot be reached to ask questions. Perhaps that is part of your story. Perhaps not.

Sharing the story of your name might be easy for you, or you may have a complicated relationship with your name and/or the people who named you. Allow and respect any feelings that come up as part of your process.

Connect this story with your path to this moment in The Actor's Toolkit/Gateway class.

- Who are the teachers in your lineage?
- How did you find acting?
- What is meaningful about your practice?
- What are you curious about?

Part 1:

1. If necessary, do some research to find the origins of your name.
2. Write down the story of your name and your acting lineage.
3. Practice the story by reading what you've written (out loud) and time it. Your challenge is to keep your story between one and two minutes.
4. Revise your script until it can be told between one and two minutes.
5. Submit your revised "script" to Canvas.
6. Rehearse your script until you are comfortable sharing your story without looking at the 'lines'.

Part 2:

1. **Perform your story for the class on Wednesday, Sept. 28.**

Grading:

For this first 'performance' assignment, I ask that you bring your full effort to the process and trust the product (and, therefore, grade) will take care of itself.

Part of the process will be getting notes on how to improve and practicing how to respond to feedback. For that reason, at this time, a grading rubric would be counter-productive.