



**Activity:** We're having spaghetti again for dinner tonight?!

**Materials:** Links to Assist: [Body Language](#) ; [Tone of Voice](#)

**Grade Range:** 6-8

**Time:** 20 minutes \*\* Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer \*\*

**Synopsis:** Mentors and students will discuss the how both body language and tone of voice can convey how you are feeling and why it's important to be aware of both.

Mentors and kids will demonstrate using the statement: 'We're having spaghetti again for dinner tonight?!'

**Instructions:**

1. Mentors will begin the lesson by explaining what non-verbal communication is (communicating with no words); this is most commonly done using facial expressions and body language as was demonstrated in the icebreaker. We can tell how people feel without words.
2. Share the 'Body Language' video linked above. After you have shared, ask a few students to demonstrate body language to exhibit anger and body language to exhibit happiness. (Mentors, you may not get volunteers for this, so be prepared to demonstrate yourselves!)
3. After you have talked about body language, view the 'Tone of Voice' video. When you have finished, ask students to demonstrate saying: 'We're having spaghetti for dinner again tonight?' Again, you may not get many volunteers, so be prepared to demonstrate for the students.
4. Now, ask for volunteers to use both body language and tone of voice to say the sentence above. For example, excitedly waving your hands while proclaiming how excited you are to have spaghetti AGAIN tonight conveys a very different message than balling up your hands into fists and growling, 'WE'RE HAVING SPAGHETTI AGAIN FOR DINNER TONIGHT!'
5. After you have completed the exercise, talk with students about why they feel it's important to make sure you are aware of both your tone of voice and your body language. How can how we say things, as well as what we look like while saying them/not saying them can impact how others see us/feel?
6. Remind students that the awareness of our body and tone can do a lot with respect to how others see us