



The SPECTacular Way to Take Care of Your Brain (🧠 A Brain Health Story)
(1st – 6 –7 yrs.)
Demonstration: Word Versus Color



STORY CONNECTION: SLIDE 13 (Approx Time: 15-20 mins)

The last thing that we need to do to keep our brain healthy is to keep learning and thinking. This is the C in SPECTacular and it stands for cognitive. Your brain likes to “know” things. It then takes that information and stores it so you can remember it later. Being able to know things and learn things and think of things – that will keep your brain healthy.

Materials needed:

- Stroop Test video link: <https://thekidshouldseethis.com/post/the-stroop-test> (3:26)
- Stroop Test word list (included below)
- Upside down Stroop Test word list (included below)

Preparation needed:

- Preview the video so you are familiar with what the student(s) will be doing.
- Determine if you will display the images on board or have colored printed copies available.

Instructions:

1. This activity focuses on the cognitive aspect of Brain Health. In this activity, student(s) will watch a video on The Stroop Test and do it along with the video. The famous "Stroop Effect" is named after J. Ridley Stroop who discovered this strange phenomenon in the 1930s. In the test, student(s) will see color words that are written in different colors that do not match the word. The goal is to say the color NOT the word. This is an example but not the one used in the video that student(s) will see in this activity.

BLUE

GREEN

YELLOW

PINK

RED

ORANGE

GREY

BLACK

PURPLE

TAN

WHITE

BROWN

In the video link for student(s), the first list of words are just color words written in black. The second list is just colors. The third list is color words written in colors that do not match the word. The goal is to say the color not the word. It is harder than you think!

2. Show the video to the student(s) and have them do the activity along with Eugene. You can watch the video a couple of times with the student(s) and see if they notice any improvement on the third list.
3. Now that student(s) have a better understanding of what the Stroop Test is, use [this list](#) (also included below) to have them do it again.
4. Have several brave volunteers read the colors on the list.
5. Ask student(s) probing questions (see suggestions) to help facilitate a discussion after they take the test.

Suggested Questions:

- Is it easier this time?
- Does it get easier the more times you attempt to read the colors?
- Why or why not?

6. As an extension, try turning the words upside down. There is an upside copy of the list below.

Suggested Questions:

- Does this make it easier to read the colors?
- Harder?
- Why do you think so?

7. In closing, review with student(s) that to keep their brain healthy, they need to think and learn. This is the C or cognitive health part of SPECTacular. By doing activities and puzzles like the Stroop Test, they are thinking, learning, and challenging their brain which makes their brain happy.

Illusions

PERCEPTION AND ILLUSIONS

BLUE	PURPLE	GREEN	RED
ORANGE	BLUE	RED	GREEN
PURPLE	ORANGE	RED	BLUE
GREEN	RED	BLUE	PURPLE
ORANGE	BLUE	RED	GREEN
GREEN	PURPLE	ORANGE	RED

Words for step #5

RED	ORANGE	PURPLE	GREEN
GREEN	RED	BLUE	ORANGE
PURPLE	BLUE	RED	GREEN
BLUE	RED	ORANGE	PURPLE
GREEN	RED	BLUE	ORANGE
RED	GREEN	PURPLE	BLUE

Activity Idea Credit: <https://faculty.washington.edu/chudler/words.html>

Video Credit: <https://thekidshouldseethis.com/post/the-stroop-test>

Word List Credit: <https://www.scienceworld.ca/resource/stroop-effect/>