

# Equipping Minds® School Training Outline

Presenter Guide • Based on September 22, 2026 Training

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**Training emphasis: Keep it step-by-step, begin with what students know, build toward mastery, use “I See You” throughout the day, and have fun.**

## 1. Opening: Why This Matters

- Welcome schools using Equipping Minds and acknowledge that they are part of a broader community of public and private schools in the U.S. and internationally.
- Briefly revisit your son’s story: processing and working-memory challenges, intervention, and later success in college.
- Share Rose’s “day that changed everything”: after nine weeks of Equipping Minds, MAP scores increased 20 points in reading, 11 in math, 16 in science, and 17 in language.
- Rose has Down syndrome; her progress highlighted how foundational processing, working memory, comprehension, reasoning, visual-spatial skills, and executive functioning are to academic learning.
- Update: Rose is now taking classes at community college.

*Transition: “As you are on this journey for your students, please know that you are in great company.”*

## 2. Resources for the 2026 School Year

- 2026 Teacher Workbook: 252 pages, with substantial new material in the first 80 pages, brain-region connections, research, classroom resources, and updated supports.
- Beginner Cards and Xtreme Cards: use the downloadable large files to enlarge cards for classroom instruction.
- Beginner Cards course: over 1½ hours of demonstrations and exercises.
- 2026 classroom videos: encourage staff to watch the classroom examples available to them.
- Daily chart: use it to keep the routine focused on processing, working memory, comprehension, and logic/reasoning.

**Presenter note:** Blink is no longer available. Schools that already have it should hold onto it. A regular deck of cards may also be used.

## 3. Daily Framework: Hone In on the Key Exercises

- Processing: Beginner Cards, Xtreme Cards, and Spot It.
- Working memory: animals, numbers, symbols, colors, N-back progressions, and “I See You.”
- Logic/reasoning: tic-tac-toe, SET, and optional Perplexers.
- Visual-spatial and comprehension exercises.
- Do not rush. Move one step at a time and add complexity only after mastery.

## 4. Processing Exercise #1: Beginner Cards (3–5 Minutes Each Morning)

### A. Begin with what students know

- Ask students what they see. Adjust to age, knowledge, and current level.
- For a third-grade example, begin by identifying numbers 1–9; mix the cards and rotate through them.
- Then isolate one feature at a time: color, animal, letter, words, or symbols.

### B. Review the symbol code

- 1 = circle; 2 = X; 3 = box; 4 = line under; 5 = line above; 6 = slash; 7 = left parenthesis/leash; 8 = parentheses/web; 9 = line in the middle.

### C. Alternate categories

*Example: “3 — yellow — 5 — orange — 7 — white.”*

- Once one category is fluent, alternate number and color; later add animals, letters, symbols, and directions.

### D. Use the animal cards

- 1 green bear; 2 blue fish; 3 red snakes; 4 yellow elephants; 5 black turtles; 6 orange horses; 7 brown camels; 8 white spiders; 9 purple pigs.
- Use the solid reverse side as students advance. Ask them to retrieve multiple attributes from memory.  
*Advanced example: “Number 9, color white, animal camel, letter F, symbol line above.”*
- Add directions: up, left, down, right.
- Use “plus one” activities with numbers, letters, and animals.

## 5. Processing Exercise #2: Spot It with Constant Cards

### A. Establish one constant card

- Identify the constant card and keep it for the entire game.
- Start at 12 o’clock and have students describe each image using complete language.  
*“I see a green turtle. I see a purple candle. I see yellow lightning. I see a purple cat. I see a red-and-black ladybug.”*
- As students find matches, require language: “I see two purple candles.”

### B. Build visualization and recall

- At the end, turn the constant card over and ask students to recall everything they saw on it.
- When they can remember the first constant card, play with it face down.
- Add a second constant card, then eventually turn that one face down as well.
- Build constant cards gradually rather than rushing.

### C. Suggested attainable goals

- First grade: hold one constant card; second grade: two; third grade: three — while recognizing that some younger students may do more.

**Presenter note:** The point is progressive working memory and visualization, not racing through levels.

## 6. Working Memory Foundation: “I See You” + Animals

### A. Use read-back language

*Teacher: “I see you drawing a circle around the bear. What do you see yourself doing?”*

*Student: “I see myself drawing a circle around the bear.”*

- Use the same language school-wide for instructions: classroom, gym, coaches, lining up, and multi-step directions.
- Connect this to read-back protocols: give an instruction, repeat it back, then execute it.

### B. Build the animal sequence one step at a time

- Circle around the bear.
- Box around the snake.
- X on the fish.
- Triangle around the cat.
- Line under the elephant.
- Line above the turtle.
- Smiley face on the penguin.
- Nest under the bird.
- Horn on the horse.
- Use handwriting strokes and hand motions while saying the sequence.
- For pre-K, kindergarten, and first grade, reaching the turtle may be an appropriate target; go farther only when students are ready.
- Some students may add one animal a week; others may add two. Mastery comes before the next step.

### C. Retrieval check

- Place a white sheet underneath and ask: “Who do you see in the circle?” “Who do you see in the box?”

## 7. Connect Animals to Colored Numbers

### A. Begin the number page the same day

- Have students say the numbers and find the number that appears twice (“same/same” matching).
- Start with 1 and connect it to the animal code: circle around 1 ↔ circle around the bear.

*Ask: “What number did you circle?” → 1. “What animal did I see you draw a circle around?” → Bear.*

### B. Add colored cubes

- Place green cubes on 1s. Ask: “Who is hiding under the green cube?” → 1.
- Then ask: “What did I see you draw around the 1?” → Circle. “What animal did I see you circle?” → Bear.

### C. Add number 2

- Number 2 uses an X and the blue cube; connect it back to the fish.  
*“What number is hiding under the blue cube?” → 2. “What did I see you draw on the 2?” → X. “What animal did I see you draw an X on?” → Fish.*
- Continue moving back and forth: animals → numbers → animals → numbers.
- Follow the 15-Day Classroom Launch for the progression.

## 8. Build Fluency Across Number, Symbol, Color, and Animal

- As students learn 1–5, have them read a row by symbol: X, circle, line above, line under, circle, box.
- Then read the same row by number.
- Then read it by color.
- Then alternate number + color.
- Then alternate number + color + animal.

*Retrieval chain: “What’s hiding under black?” → 5. “What did I see you draw on the 5?” → line above. “What animal did I see you draw a line above?” → turtle.*

**Presenter note:** This repeated switching among representations is a major part of the training sequence.

## 9. Generalize the Code to New Pages

### A. Symbol page

- Use the learned symbols to retrieve numbers, colors, and animals.

### B. Colored arrows

- Read arrows by number, then number + color, then number + color + animal.

### C. Stroop-colored words

- Color-number mapping for the first five: green=1, blue=2, red=3, yellow=4, black=5.
- Continue number + color + animal switching on the colored-word page.

### D. Vowels

- Use the color code to let students predict the correct symbol for each vowel.

*a is green → “What do you think we’re going to draw around a?” → Circle.  
e is blue → X. I is red → box. o is yellow → line under. u → line above.*

### E. Letters

- Transfer the same code to letters. Students have already seen letters and symbols on the cards.
- Use the A–E letter fluency page in the Student Workbook.

**Presenter note:** Keep returning to animals and numbers as the foundation. This progression takes time.

## 10. Comprehension and Language: Presidents + Aristotle’s Ten Categories

### A. Introduce the color-coded Ten Categories

- Use a president picture and ask the category questions orally.
- Green/bear question: “Who or what?” Connect to nouns.
- Blue/fish question: quantity — “How many?” Connect to adjectives
- Continue through the color-coded categories, using the chart as a visible classroom support.

### B. Use the Teacher Workbook support pages

- Pages 248–249 provide president pictures and guidance through the Ten Category questions.
- Answers do not have to match the guide word-for-word; it is a support for teacher questioning.

### C. Apply the categories to animals

- Example with a bear: what is it, quantity (four legs), qualities (green, furry), action (walking/foraging), etc.
- Students first build sentences orally and then write them.

### D. Presidents and hand motions

- 1 George Washington; 2 John Adams; 3 Thomas Jefferson; 4 James Madison; 5 James Monroe.
- Add memorable hand motions. Schools may develop their own motions; gym teachers can enlarge these into whole-body movements.
- Print and display the Ten Categories charts so students can see and use them throughout instruction.

## 11. Logic and Classroom Games

- Tic-tac-toe: class vs. teacher first, then students vs. one another.
- SET: use as a key logic/reasoning exercise.
- Perplexers: optional additional logic practice.
- Xtreme Cards: introduce when students are ready for greater complexity.

## 12. School-Wide Implementation Ideas

### A. Parent/family nights

- Barkley Bridge Elementary example: students teach parents Equipping Minds games.
- Possible stations: kindergartners teach Spot It; first graders teach a Beginner Card game; another group teaches tic-tac-toe.

### B. House teams

- South Hancock Elementary example: mixed K–5 house teams connected to the Equipping Minds numbers/colors/animals.
- Use animal characteristics, team identity, community building, and friendly competitions.
- Example schedule shared in the training: Equipping Minds in the Classroom from 8:00–8:30 daily, with house gatherings a couple of times each month.

### C. Teacher support structure

- Consider facilitators over groups of teachers, plus a lead facilitator.
- Facilitators/lead can meet with Equipping Minds for feedback, questions, troubleshooting, and success stories.

## 13. Closing Review: The Sequence to Remember

1. Processing every day: Beginner Cards + Spot It.
2. Animals and numbers. Animals and numbers. Animals and numbers.
3. Add symbols and colored cubes; continually connect each representation back to the animals.
4. Alternate number + color.
5. Advance to number + color + animal.
6. Practice the code on number sheets, symbol sheets, colored arrows, and Stroop-colored words.
7. Generalize to vowels and letters.
8. Use “I See You” language and hand motions throughout the day.
9. Add Ten Categories, presidents, logic games, comprehension, and writing.
10. Move step-by-step, wait for mastery, celebrate progress, and keep the activities enjoyable.

*Closing encouragement: “These are the foundation, and it is going to be so exciting to see the growth. Please reach out with stories and questions, watch the 2026 classroom videos, and keep me posted on how it’s going.”*

## Quick Presenter Checklist

- ☐ 2026 Teacher Workbook
- ☐ Beginner Cards / enlarged classroom cards
- ☐ Spot It / Giant Spot It
- ☐ Animal pages
- ☐ Colored number pages
- ☐ Colored cubes
- ☐ Symbol page
- ☐ Colored arrows
- ☐ Stroop-colored words
- ☐ Vowel and letter fluency pages
- ☐ Ten Categories chart
- ☐ President pictures
- ☐ Tic-tac-toe / SET materials