

# THE KINGDOM CODE™



**MAKE AND MANAGE  
MONEY... GOD'S WAY!**

**EMPOWERING STUDENTS TO BE ENTREPRENEURS**

**BUILD A BUSINESS  
DEVELOP CHARACTER  
PREPARE FOR THE FUTURE**

## **TEACHER'S GUIDE**

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# What to Expect in the Primary Sections

(included in every lesson)

**The Kingdom Code curriculum is most effective when it is teacher-led; however, most sections can be completed independently with teacher supervision.**

*(Suggested times are given below; however, some lessons may require more time.)*



## Proclamation

**Suggested duration: 3-5 minutes**

Each lesson begins with a Proclamation based on a Biblical principle. Read the Proclamation aloud, and then have the students stand and repeat it back to you. While students are still standing, have them put on the Armor of God (as demonstrated in Lesson 1, p. 4). This is a great opportunity to have a short discussion on the meaning of the Proclamation so students can fully understand the message, make it part of their everyday lives, gain courage, and build confidence.



## Check Your Path

**Suggested duration: 3-5 minutes**

Check Your Path directs students to begin their Worksheets. The Worksheets can be used several different ways, depending on your students' needs and the class time that is available. Options are listed below.

Worksheets can be:

- Filled out as the lesson progresses.
- Used at the end of the lesson as a review.
- Given as an assessment after the lesson.



## Quest for the Clue

**Suggested duration: 15-20 minutes**

Quest for the Clue is an introduction to the theme and goals of the lesson. To promote understanding, Activities and additional components are often included in this section. At the end of Quest for the Clue, students always find a **Clue** that summarizes the section.

## Part 5: What Is in the Teacher's Guide?

### Lesson Plans (for Lessons 1-27)

These easy-to-follow Lesson Plans begin with an Overview, Essential Question, and Learning Goal. For quick reference, a Materials Box lists supplies and Activity pages required, along with optional project materials that might be needed. Every Lesson Plan is then divided into two or four teaching Days. Beneficial Suggestions, Reminders, and Notes are included throughout the Lesson Plans to help make teaching successful and stress-free. Located at the end of each Lesson Plan is a *Suggested Enrichment* section and an *Answers to Activities & Worksheet* section. Students' answers always appear in **bold text**.

### Masters (Appendix A)

Listed below are the Masters available in **Appendix A**:

- Evaluation Cards
- Form 4: My Income Statements
- Form 2: Customer Sales Form
- Form 3: KCK Ledger

### Feedback Cards (Appendix B)

Optional **KCK Feedback Cards** are assessment tools provided to determine if students understand the key curriculum concepts. Once you know what students do not understand, lesson content can be reviewed to facilitate learning. Feedback Cards are provided for review Lessons 6, 14, 20, and 27. For more information about the benefits of Feedback Cards and how to use them, see **Appendix B**.

### Assessments (Appendix C)

Assessments/tests are available for use with Lessons 6, 14, 20, and 27. Lessons, Worksheets, and Key Terms prepare students for these Assessments.

### Additional Enrichment (Appendix D)

**Appendix D** gives links to websites whose enrichment ideas can be used with all twenty-seven lessons. Note: Links to websites with enrichment ideas are found in each of the twenty-seven Lesson Plans to help develop important concepts within that particular lesson.

## Suggested Schedule to Complete The Kingdom Code

### A Two Semester (36-week) Schedule: Two 45-minute days per week

We suggest this course be taught two days per week for one school year. Lesson Plans in this Teacher's Guide are designed to follow this schedule. Lessons 1-27 are divided into 68, 45-minute **Days** (classes), leaving four flex days to be used when needed. Included in the schedule is a field trip to a bank (Lesson 19). Note: if this plan does not fit your particular needs, and you would like additional help to fit **The Kingdom Code** into your schedule, please contact us at support@TheKingdomCode.com.



**Train up a child in the way he should go: and  
when he is old, he will not depart from it.**

—Proverbs 22:6 KJV



# Lesson 3: Entrepreneurs Build Businesses

Days Allocated: Two 45-minute Classes

**Overview:** Through the life experiences of Charles Goodnight, students become aware of choice and opportunity, the risk factor in entrepreneurship, and how courage is needed when faced with failure. Students learn how changes in transportation make resources more readily available and the world more interdependent. Entrepreneurial qualities are explored in *Activity 3: Become an Entrepreneur!* Then, a mentor is chosen in *Notice 3: Find a Mentor*.

**Essential Goal:** What can help me be a successful entrepreneur?

**Learning Goal:** Students will understand **The Law of Supply and Demand**, move forward in understanding what it means to be an entrepreneur, and find mentors to help them in their businesses.

## Materials for Lesson 3

- *Worksheet 3*
- *Activities*  
    *Activity 3: Become an Entrepreneur!*
- *On Your Own*  
    #1 - *Notice 3: Find a Mentor*  
    #2 - Real/play money, including \$20 bill
- *Bonus Code Work*  
    #5 - Key Term flash cards

## ✦ Day 1 ✦

**Goal:** Go over pp. 20-22. Begin *Worksheet 3*.

**Key Terms Introduced:** market, supply, demand

**Set the Stage:** Sing or play the **KCK** song (p. 11); put on the Armor of God (p. 4); and get *Worksheet 3*.

**Collect from students:** *Activity 2: Research My Business* and signed *Notices 1* and *2*, if they are completed. (*All Notices should be kept on file in your classroom.*)

**Proclamation:** (p. 20)

The Lord has plans for me to succeed. His plans are to give me hope and a future.

**Check Your Path:** (p. 20)

Consider creating study pairs or small groups for students to work on *Worksheet 3*.

**Quest for the Clue:** (pp. 20-22)

- Whole Group Instruction: Present **The Law of Supply and Demand**. Then, check for understanding by completing **Share Your Thoughts**.
- **Share Your Thoughts:** Cooperative Learning Groups  
    *Name something you and your friends would like to have. Answers will vary*
  1. *How much does the item cost now? Answers will vary.*
  2. *A year from now, do you think the price will be higher or lower? Why or why not? Answers will vary.*
  3. *How is this an example of The Law of Supply and Demand? Answers will vary. (e.g., Kids may not want any more; new model available; not fun anymore.)*

**Code of Honor:** (p. 22)

**Verse:** 2 Timothy 1:7 (KJV)   ◇   **Target Skill:** Have Courage

**Bonus Code Work:** (p. 27) #1 and #3 are suggested for Day 1.

continued...

**Prep for Day 2:** #2 of *On Your Own* requires play money to practice making change and counting money. Have play money available or materials for students to make play money.

## ✦ Day 2 ✦

**Goal:** Complete pp. 23-27 and *Activity 3* and *Worksheet 3*. Review pp. 20-22 as time permits.

**Key Terms Introduced:** resource, interdependent

**Set the Stage:** Repeat the *Proclamation* (p. 20); put on the *Armor of God* (p. 4); and get *Worksheet 3*.

**Suggestion:** Read *Notice 3: Find a Mentor*. Three signatures are required. You may want to monitor *Notice 3*.

**Treasure Seeking:** (pp. 23-25)

- Whole Group Instruction: You may choose to do this as a class discussion encouraging students to look for the strengths in each other.
- *Activity 3: Become an Entrepreneur!* (p. 23)
  1. This *Activity* makes students aware of the skills and attributes (*qualities*) of an entrepreneur in a question and answer format.
  2. **Suggestion:** To encourage students, check #19 and #20 on p. 2 of the *Activity*. (*Students list strengths and weaknesses, along with qualities they want to change or improve.*)
- **History Highlights:** This component explains how changes in transportation affected the world.
  1. It explores the expansion and growth of the railroad system in the United States.
  2. It notes how transportation promoted the interdependence of the U.S. and other countries.
- *Notice 3: My Mentor*

**On Your Own:** (p. 25)

- #1 - *Notice 3* must be **signed twice by parent** (*front and back*) and **once by the mentor** (on back). *Notice 3* should be collected prior to Lesson 6.
- #2 - In class, students practice counting money and making change with a partner. Make or distribute play money. (It is suggested you *monitor this Activity to make sure students are counting money back correctly.*)
- #3 - Collect *Notices 1* and *2*.

**Kingdom Keys:** (p. 26)

1. *Key to the Lesson:* **I am an entrepreneur who has the courage to take risks and seek advice.**
2. *Clue to the Code:* **An entrepreneur takes a risk to start a business built on supply and demand.**
3. *Character Code:* **Have Courage**
4. *Treasure of the Kingdom:* **An entrepreneur wears many hats and seeks advice from a mentor.**
5. *Key Terms:* **demand, interdependent, market, resource, supply**

**Note:** Students should complete *Worksheet 3*, and file it behind *Treasure Builder 1* tab.

**Congratulations:** Each student may now place the **Level Three Reward** (*sticker*) on the **KCK Treasure Map**.

**Bonus Code Work:** (p. 27) #2, #4, and #5 are suggested for *Day 2*.

- Encourage students to complete individually, work with partners, or in small groups.
- Enrich the learning of all students by having students present their completed projects to the class. (*This is a good opportunity for students to practice public speaking and build confidence for making sales calls.*)

**Reminders:**

- Send home *Notice 3: My Mentor*.
- **Both** *Notice 1: Treasure Builder Permit* **and** *Notice 2: Sales Permit for Treasure Builder* should be signed and collected prior to Lesson 4. (*next lesson*)

**Prep for Lesson 4:** If you gathered the **KCK Sales Folders** prior to Lesson 1, they must be available for Lesson 4.



### ✧ Suggested Enrichment for Lesson 3 ✧

#### Supply and demand:

- [www.shmoop.com/supply-demand/game.html#](http://www.shmoop.com/supply-demand/game.html#)
- [www.brainpop.com/math/dataanalysis/supplyanddemand/](http://www.brainpop.com/math/dataanalysis/supplyanddemand/)
- Search online for "Wowie-Supply and Demand, by the Children's Museum of Houston"
- [www.youtube.com/watch?v=RP0j3Lnlazs](http://www.youtube.com/watch?v=RP0j3Lnlazs)

**Goodnight Loving Trail:** <http://video.kacvtv.org/video/2114070169/>

### ✧ Answers to Activity 3 & Worksheet 3 ✧

#### Activity 3: Become an Entrepreneur!

**Answers will vary.** (Students evaluate their individual strengths and weaknesses.)

#### Worksheet 3: Entrepreneurs Build Businesses

##### A. Check Your Path

1. **cattle**
2. **beef**
3. **market**
4. **power, love, sound mind**
5. **True**
6. **choices, opportunity**
7. **c. land**
8. *Students are asked to make a copy of the Supply and Demand scales.*

##### B. Key to the Lesson

9. **I am an entrepreneur who has the courage to take risks and seek advice.**

##### C. Key Ideas

10. **risk, supply, demand**
11. **Have Courage**
12. **advice, mentor**

##### D. Key Terms

13. **resource**
14. **supply**
15. **interdependent**
16. **market**
17. **demand**

Notes for Lesson 3: \_\_\_\_\_

\_\_\_\_\_

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# Appendix B - Feedback Cards

## Why should you use the KCK Feedback Cards with your students?

Asking for students' feedback is an important part of effective learning. When students see that you care enough to ask for their opinion on how the learning process is going, their confidence and excitement for learning increases. With practice, students can quickly become adept at assessing their learning and preparedness for tests.

### Feedback Cards can:

- Show how well students comprehend the material.
- Show if students are ready for a test or formal assessment on the material.
- Allow students the opportunity to pinpoint areas they need help.

### How to Use Feedback Cards: (Lessons 6, 14, 20, and 27)

- Before beginning the review Lesson, ask each student to complete a **KCK Feedback Card**. Students should rate their understanding of key curriculum concepts on a scale of one to four. (See below.) After the students complete Feedback Cards, tally up the ratings for each concept. If the majority of students rate themselves as "2 or below", they are not ready to be tested, and do not understand the concept(s). Take this opportunity to review or reteach the concept(s).
- After the review Lesson and the open-book *Worksheet* reviews are completed, ask students to fill out the Feedback Cards again. Students should rate themselves at least as a "3" on each key concept before they are tested or before moving to the next lesson.

### Paperless Feedback - Fast-Track in the Classroom:

The feedback process can ultimately be fine-tuned and utilized quickly. How? The teacher asks students to rate themselves on their understanding of the concepts taught. Students respond by rating their level of understanding by the number of fingers shown on their chests. One glance across the classroom can let the teacher see if the concept is mastered.

Once students get accustomed to evaluating themselves honestly, Feedback Cards and Paperless Feedback serve as valuable tools for both the teacher and the students.

1



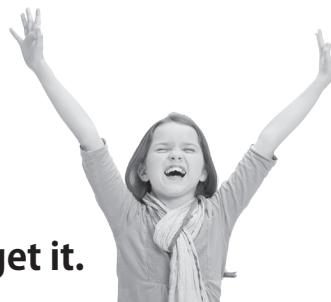
I do not get this concept.

2



I sort of understand,  
but I still need help.

3



I get it.

4



I get it, and I can teach  
it to my friends!!!