



SAE Substitute Teacher Guide

Created: 04/2025 by the National FFA Organization

This guide includes different options for curated and cohesive activities to leave for students when you need to be away from your classroom for a varying number of days.

****Each plan includes links to all resources, which are fully editable to suit the needs of your classroom and students.***

Table of Contents

- [One-Day Plans](#)
 - This section contains a list of existing activities related to SAEs that would work well to leave for your students when you will be away from your classroom for a single day. There is also a choice board of these activities.
- [Three-Day Plans](#)
 - This section contains two options for cohesive plans that would work to leave for your students when you will be away from your classroom for three consecutive days. Each plan contains activities that connect well to each other as well as a sheet with daily introductory and closure activities/questions (bell work and exit tickets) to further connect the activities and concepts to each other.
 - Option 1: Introduction to SAEs
 - Option 2: Exploring SAEs
- [Five-Day Plans](#)
 - This section contains two options for cohesive plans that would work to leave for your students when you will be away from your classroom for five consecutive days. Each plan contains activities that connect well to each other as well as a sheet with daily introductory and closure activities/questions (bell work and exit tickets) to further connect the activities and concepts to each other.
 - Option 1: Introduction to SAEs
 - Option 2: Foundational SAEs

One-Day Plans:

Linked below are several National FFA Educator Resources to select from that would work well to leave for your students when you will be away from your classroom for a single day. Click on each link to access the materials for that activity.

Resource	Time	Description
Four Things to Consider for a Regenerative Agriculture SAE	45 minutes	Students will learn what regenerative agriculture means and tips for considering it in their SAEs.
Generic SAE Video Activity Sheet	30 minutes	Students will choose an SAE video to watch and then complete the activity sheet as they watch.
Get Started With an SAE	45 minutes	Students will learn what an SAE is and how to get started with one.
Go for an SAE Grant: FFA New Horizons Article	90 minutes	Students will read an <i>FFA New Horizons</i> magazine article about SAE grants and complete the accompanying activity.
Rabo Agrifinance: Five Tips and Tricks to Build SAEs	30 minutes	Students will watch a video from Rabo AgriFinance and complete an activity sheet as they watch.
SAEs Inspiring Careers Video Activity	30 minutes	Students will choose an SAEs Inspiring Careers video to watch and then complete the activity sheet as they watch.
SAE Monopoly	120 minutes	Students will learn about SAEs and develop an SAE for their peers and themselves by playing SAE Monopoly.
SAE Planning	50 minutes	Students will brainstorm an SAE, set goals for their SAE, and develop an SAE plan and timeline.
SAE: Start Small, Grow Big	15 minutes	Students will connect their personal interests to future careers and identify resources needed to develop a business.
SAE: What Should I Do?	30 minutes	Students will develop ideas, SMART goals and a timeline for their SAEs.
SAEs in the USA: FFA New Horizons Article	120 minutes	Students will read an <i>FFA New Horizons</i> magazine article about different SAEs across the country and complete the accompanying activity.
This SAE Popped Off: FFA New Horizons Article	90 minutes	Students will read an <i>FFA New Horizons</i> magazine article about a student's popcorn SAE and complete the accompanying activity.

Try Something New With Your SAE: FFA New Horizons Article	90 minutes	Students will read an <i>FFA New Horizons</i> magazine article about students developing their own SAE and complete the accompanying activity.
Vocabulary Activities	50 minutes	A bank of eight vocabulary activities that students can either pick from or the teacher may choose one to assign. These activities can be used with any vocabulary list; however, you may want to try this list of SAE-related vocabulary terms for use with this guide.
Well-Polished Machine: FFA New Horizons Article	50 minutes	Students will read an <i>FFA New Horizons</i> magazine article about a student's car detailing SAE and complete the accompanying activity.

Additionally, you can find some of these activities on a choice board linked below. This choice board is designed in a way that none of the activities require the completion of the other activities so you can provide options for your students when you need to be away from your classroom for a day.

[SAE Substitute Choice Board](#)

***Choice Board Note: All Student Activity Sheets from the choice board will need to be printed and available in your classroom or posted on your school's learning management system for students to access to complete the activities.*

Three-Day Plans:

Below are two options for cohesive plans that would work to leave for your students when you will be away from your classroom for three consecutive days. Each plan contains activities that connect well to each other as well as a sheet with daily introductory and closure activities/questions (bell work and exit tickets) to further connect the activities and concepts to each other. Each plan also includes the student learning objectives, a list of materials to print or post to your school's learning management system and ideas for extension activities.

Option 1: Introduction to SAEs

[Click here to access the written plan that you may leave for your substitute.](#)

Student Learning Objectives	Materials
After completing these activities students will ... 1. Identify SAE ideas for different student interests. 2. Develop SAE ideas for their peers. 3. Explore various SAEs they can start based on their interests.	Student Activity Sheets to Print or Post: • 3-Day Substitute Daily Activity Sheet: Option 1 • SAE Monopoly Student Activity Sheet Other Materials Needed: • Student devices with internet access • SAE Monopoly Cards, printed and cut out • SAE Monopoly PowerPoint • SAE Idea Cards • Blank SAE Monopoly Cards
Vocabulary Terms	
1. Supervised Agriculture Experience (SAE) 2. SMART Goals	
Day-to-Day Plans	
Day 1: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) If you had unlimited time and resources, what would you do for an SAE? 2. Activity: Students will use their devices with internet access, SAE idea cards and SAE Monopoly cards to complete the "SAE Monopoly" activity in groups of three or four. a. Divide students into groups of three or four. b. Hand out the "SAE Monopoly Student Activity Sheet: Part 1" and a set of the SAE Monopoly Cards, one set per group. c. Have students pull up the SAE Idea Cards on their computers. d. Display the SAE Monopoly PowerPoint for directions. Students will play SAE Monopoly in their groups and fill out the SAE Monopoly Student Activity Sheet: Part 1 as they play. e. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) What was the most unique SAE you developed for another student today?	
Day 2: (50 minutes) 1. Bell Ringer: (Students will record the following on their Daily Activity Sheets.) If you could choose an SAE for your best friend, what would you choose and why? 2. Activity: Students will complete Part 2 of the SAE Monopoly Student Activity Sheets. a. Students will get the SAE Monopoly Student Activity Sheet: Part 2 and one of the blank SAE Monopoly Cards, one blank card per student. b. Students will fill in their information on the blank monopoly card. c. They will then swap cards with a partner and fill in their student activity sheets. d. They will repeat this until their entire student activity sheet has been completed.	

- **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What is your favorite SAE that a classmate developed for you?

Day 3: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
After exploring SAEs, which one are you most interested in doing? Why?
 2. **Activity:** Students will complete Part 3 of their [SAE Monopoly](#) Student Activity Sheets.
- **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
Why are SAEs important? Answer in two or three sentences.
 - a. Additionally, students will complete the “Top Five Things I Learned This Week” section of their Daily Activity Sheets.

Potential Extension Activities

- Have students learn more about different SAEs by watching one or more of the [SAE videos](#) and completing this [video analysis activity](#) for each video they watch.
- Students can learn about the impact of SAEs directly from a person in the agriculture industry who had an SAE in high school by watching a video from the [SAEs Inspiring Careers video library](#) and completing the [SAEs Inspiring Careers Video Activity](#).

Option 2: Foundational SAEs

[Click here to access the written plan that you may leave for your substitute.](#)

Student Learning Objectives	Materials
After completing these activities students will ... 1. Describe an SAE program. 2. Determine the skills required for an SAE. 3. Identify the impact SAEs can have on future careers. 4. Identify skills needed for agriculture careers. 5. Identify careers and career focus areas associated with an SAE. 6. Identify hobbies/interests and match them with an SAE.	Student Activity Sheets to Print or Post: • 3-Day Substitute Daily Activity Sheet: Option 2 • SAEs Inspiring Careers Video Student Activity Sheet • SAE Video Student Activity Sheet • Getting Started With an SAE Student Activity Sheet Other Materials Needed: • Student devices with internet access
Vocabulary Terms	
1. Career Focus Area 2. Entrepreneurship 3. Food Deserts 4. Foundational SAE 5. Inspiration 6. School-Based Enterprise 7. Service Learning 8. Supervised Agricultural Experience (SAE) 9. Volunteerism	
Day-to-Day Plans	
Day 1: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) Draw a picture of yourself in your future career and list one goal you have to help you get there. 2. Activity: Students will choose an “SAEs Inspiring Careers” video to watch and complete the activity sheet as they watch. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) How can an SAE you have in high school impact you in the future?	
Day 2: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) What career do you want to have in the future and why? 2. Activity: Students will choose an SAE video to watch and complete the activity sheet as they watch. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) What are three ways an SAE can help you achieve success in your future career?	
Day 3: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) • What do the letters SAE stand for? • What do you think the purpose of an SAE is? 2. Activity: Students will read the <i>FFA New Horizons</i> article “Seven SAEs to Start Today.” They will then complete the “Getting Started With an SAE” Student Activity Sheet. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) In two or three sentences, how would you explain an SAE to a new student in your class? ◦ Additionally, students will complete the “Top Five Things I Learned This Week” section of their Daily Activity Sheets.	

Potential Extension Activities

- Have students watch another one or more of the [SAE videos](#) and complete this [video analysis activity](#) for each video they watch.
- Have students watch another video in the [SAEs Inspiring Careers video library](#) and complete another one of the [SAEs Inspiring Careers Video Activity](#) sheets.

Five-Day Plans:

Below are two options for cohesive plans that would work to leave for your students when you will be away from your classroom for five consecutive days. Each plan contains activities that connect well to each other as well as a sheet with daily introductory and closure activities/questions (bell work and exit tickets) to further connect the activities and concepts to each other. Each plan also includes the student learning objectives, a list of materials to print or post to your school's learning management system and ideas for extension activities.

Option 1: Introduction to SAEs

[Click here to access the written plan that you may leave for your substitute.](#)

Student Learning Objectives	Materials
After completing these activities students will ... 1. Discover ideas for SAEs. 2. Create an "SAE booth" for a specific SAE. 3. Develop a specific SAE plan and description. 4. Create SMART goals for SAEs. 5. Plan a timeline for SAE development, implementation and evaluation. 6. Estimate the financial requirements for an SAE.	Student Activity Sheets to Print or Post: • 5-Day Substitute Daily Activity Sheet: Option 1 • SAEs in the USA Student Activity Sheet • New Horizons Magazine Article: SAEs in the USA • SAE!? What Should I Do? Student Activity Sheet • SAE Planning Student Activity Sheet Other Materials Needed: • Student devices with internet access • Shoebox • Markers, crayons, colored pencils • Craft supplies
Vocabulary Terms	
1. Brainstorm 2. Budget 3. Fortune Teller 4. SMART Goal 5. Supervised Agriculture Experience (SAE)	
Day-to-Day Plans	
Day 1: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) What career are you interested in doing in the future? How can you best prepare for that career? 2. Activity: Students will read the FFA New Horizons article "SAEs in the USA" and complete Parts 1, 2 and 3 of their student activity sheets. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) What SAE is your booth based on? Why did you choose this SAE?	
Day 2: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) What characteristics of a display booth would make you want to visit it? 2. Activity: Students will use Part 4 of the "SAE in the USA" student activity sheets to research about their chosen SAE and use the craft supplies to make a mini SAE booth in a shoebox. This will be displayed during the SAE showcase in Part 5 of the activity. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) What about your booth will make your classmates want to visit it?	
Day 3: (50 minutes)	

1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) What about your SAE are you most excited to share with your classmates today? 2. Activity: Students will complete Part 5 of the "SAE in the USA" student activity sheet as they visit their classmates' SAE booths. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) After the SAE booths today, what SAE are you most interested in pursuing?
Day 4: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) Why do you think having an SAE is important? 2. Activity: Students will watch a video to identify different SAEs. They will then plan for their own SAEs. Students should complete the entire "SAE!? What Should I Do?" student activity sheet. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) What is one of your goals for your SAE?
Day 5: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) Why is having a plan for your SAE important? 2. Activity: Students will plan for their SAEs by filling out the "SAE Planning" student activity sheet. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) In three or four sentences, explain what an SAE is and why someone should have one. a. Additionally, students will complete the "Top Five Things I Learned This Week" section of their Daily Activity Sheets.
Potential Extension Activities • Have students partner up and give feedback on each other's SAE plans. Then have them revise their plans based on that feedback. • Have students make a poster, brochure or video showcasing the SAE they are hoping to start.

Option 2: Foundational SAEs

[Click here to access the written plan that you may leave for your substitute.](#)

Student Learning Objectives	Materials
After completing these activities students will ... 1. Explore careers they could do in the future. 2. Identify their top career interests. 3. Assess the career skills they possess. 4. Determine a plan for developing career skills for the future. 5. Create a personal budget. 6. Determine ways to stay safe in their future workplaces. 7. Identify how agriculture affects their future careers.	Student Activity Sheets to Print or Post: • 5-Day Substitute Daily Activity Sheet: Option 2 • SAE for All Awareness Activity Guide A1 • SAE for All Awareness Activity Guide A2 • SAE for All Awareness Activity Guide A3 • SAE for All Awareness Activity Guide A4 • SAE for All Awareness Activity Guide A5 Other Materials Needed: • Student devices with internet access
Vocabulary Terms	
1. Budget 2. Employability Skills 3. Hazardous 4. Income 5. Literacy 6. SAE	
Day-to-Day Plans	
Day 1: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) If you could do anything for a career, what would it be and why? 2. Activity: Students will dive into career exploration and planning by completing the SAE for All Awareness Activity Guide A1. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) After completing the activities today, what career are you most interested in? Why?	
Day 2: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) What three to five skills do you need to be successful in your future career? 2. Activity: Students will learn employability skills for college and career readiness by completing the SAE for All Awareness Activity Guide A2. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) What three things can you do to help prepare you for your future career?	
Day 3: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) Why do you think having a personal budget is important? 2. Activity: Students will learn financial management and planning for their futures by completing the SAE for All Awareness Activity Guide A3. 3. Exit Ticket: (Students will answer the following prompt on their Daily Activity Sheets.) After completing today's activity, what is one thing you can do to manage your finances?	
Day 4: (50 minutes) 1. Bell Ringer: (Students will answer the following prompt on their Daily Activity Sheets.) Why is being safe in your workplace important?	

2. **Activity:** Students will learn how to be safe in their future workplaces by completing the [SAE for All Awareness Activity Guide A4](#).
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What three safety precautions can you take in your future career?

Day 5: (50 minutes)

1. **Bell Ringer:** (Students will answer the following prompt on their Daily Activity Sheets.)
What role do you think agriculture plays in your life? Explain your answer in two or three sentences.
2. **Activity:** Students will increase their agricultural literacy by completing the [SAE for All Awareness Activity Guide A5](#).
3. **Exit Ticket:** (Students will answer the following prompt on their Daily Activity Sheets.)
What has been the most beneficial or eye-opening part of the foundational SAE skill-building process for you? Explain your answer in three or four sentences.
 - a. Additionally, students will complete the “Top Five Things I Learned This Week” section of their Daily Activity Sheets.

Potential Extension Activities

- Have students create a Foundational SAE portfolio by combining all their graded artifacts.
- Have students start learning about Immersion SAEs by completing the activities in the [immersion guide\(s\)](#) of their choosing.