



CTE Emergency Sub Plans

Free Library · Grab-and-go, no logins needed

A whole day of CTE class that runs itself. No logins, no software, no subject expertise required. Print this packet, drop it in a folder, and any substitute can teach from it cold. The teacher guide holds the fillable sub cover sheet, roster and behavior-notes pages, and the answer notes; the student pages are four self-contained no-prep activities. Edit any of it in the Word version.

HOW TO USE IT

Print the whole packet once and keep it in a clearly labeled emergency sub folder. On a day you are out, the sub fills in the cover sheet from what you left, then works down the four student activities in order. Each activity stands alone, so a sub can stop after any one of them and the day still makes sense. Students turn in the worksheet pages; you grade or spot-check when you return.

This packet is built so a substitute with zero background in business or technology can run a full period. Everything a student needs is on the page in front of them. Here is the plan for the day.

Part	What it is	Who fills it in	Time
Sub cover sheet	Your routines, seating, contacts, what-if plan	You (before), sub (during)	5 min setup
Activity 1	Career research one-pager	Each student	20-25 min
Activity 2	Industry article plus 5 questions	Each student	20 min
Activity 3	Case study: read and decide	Each student	20 min
Activity 4	Design it on paper	Each student	20-25 min
Roster page	Attendance and behavior notes	Sub	ongoing

FOR THE SUBSTITUTE: READ THIS FIRST

You do NOT need to know anything about business or technology to run this class. Every activity has full directions printed on the student page. Read the directions aloud, set a timer, and circulate. If devices are unavailable, activities 3 and 4 need no research at all, and activities 1 and 2 can be done from the reading provided. Collect all worksheet pages at the end and leave them on the teacher desk.

Rules of the day

- Phones and devices are for the assigned work only. If the room rule is phones away, keep them away.
- Every student turns in a paper. A name on a completed worksheet is the exit ticket.
- Voice level: quiet partner talk is fine. Reset the room if it climbs.

- Finished early? Start the next activity or add more detail to the one just finished.

Fill this in and clip it to the front of the folder. It gives the substitute everything they need to run your room without hunting for it.

Teacher _____

Room / period(s) _____

Today's date _____

Class routines (how my room runs)**HOW STUDENTS ENTER AND WHAT THEY DO FIRST**

ATTENDANCE: HOW AND WHEN I TAKE IT

BATHROOM / HALL PASS RULE

PHONE / DEVICE RULE

HOW STUDENTS PACK UP AND ARE DISMISSED

Where things are

Item	Location
Attendance / seating chart	
Pencils, paper, extra copies	
Tissues, hall passes	
Light switches / projector remote	
Nearest restroom and water	
This sub folder goes back to	

Seating

Assigned seats? Circle one: YES / NO. If yes, the chart is located here:

QUICK SEATING SKETCH (FRONT OF ROOM AT TOP)

Fill in your building's actual procedure on each line. When in doubt, the sub should call the front office.

A STUDENT REFUSES TO WORK OR IS DISRUPTIVE

A STUDENT NEEDS TO LEAVE (NURSE, COUNSELOR, OFFICE)

A FIRE DRILL OR LOCKDOWN HAPPENS

TECHNOLOGY OR THE PROJECTOR WILL NOT WORK

AN ACTIVITY FINISHES EARLY AND THERE IS TIME LEFT

Emergency contacts

Who	Name	Extension / room
Front office		
Nearest teacher I trust		
Department chair / team lead		
Administrator on call		
Nurse		

SUB: END-OF-CLASS CHECKLIST

Collect every worksheet. Leave this cover sheet and the roster page on the teacher desk. Note anything the teacher should know (who was absent, who did great, any issues) on the roster page.

Use this page to take attendance and leave notes for the teacher. Mark P for present, A for absent, and T for tardy. Note anything the teacher should know in the last column.

Class / period _____

Date _____

Substitute name _____

#	Student name	P / A / T	Notes for the teacher
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Leave this on the teacher desk with the collected worksheets.

OVERALL, HOW DID THE CLASS GO?

STUDENTS WHO WERE ESPECIALLY HELPFUL OR DID GREAT WORK

STUDENTS OR ISSUES THE TEACHER SHOULD FOLLOW UP ON

WHICH ACTIVITIES DID THE CLASS GET THROUGH?

ANYTHING THAT RAN OUT OR NEEDS RESTOCKING

ACTIVITY 1: WHAT A STRONG ANSWER LOOKS LIKE

ANSWER KEY · TEACHER

There is no single right career. Look for effort and specificity, not a particular job. A strong one-pager names a real job title, gives concrete daily tasks, lists two genuine skills, and offers a reflection that connects the student's own interests or challenges to the role. Vague answers such as "you work with computers" or "good pay" signal the student should dig one level deeper.

ACTIVITY 2: ANSWER KEY

ANSWER KEY · TEACHER

Accept answers in the student's own words. Look for the ideas below.

- 1** Hard skills are technical or measurable abilities (software, certificates). Soft skills are the human parts of work: communication, reliability, teamwork, staying calm.
- 2** Hard skills usually get you the interview; soft skills usually get you hired when several candidates can all do the technical work.
- 3** Both candidates can fix the problem, but the first explains it in plain language and stays patient, so the customer has a good experience. The job is about people, not only machines.
- 4** Any two of: communicating (explain your thinking out loud), reliability (keep small promises), teamwork (do your share, help without being asked), listening, staying calm.
- 5** It means the employer watches your behavior in the interview: listening fully, giving clear examples, and staying friendly shows the skills directly, rather than just saying "I have good communication."

Either decision can earn full marks. Grade the justification, not the choice.

Sample strong reasoning (take the order)

Maya's profit after the extra costs is \$720 minus \$180 minus \$210, which is \$330, a strong margin for two nights of work, plus a possible repeat customer. A student who takes the order should also protect the \$140 in Friday orders by finishing those first, and could ask the team for a deposit to cover the \$180 risk.

Sample strong reasoning (turn it down)

The \$330 profit is not worth risking two regular customers worth \$140 now and more over time. Missing either deadline damages Maya's reputation, and reputation is worth more than one rush order.

WHAT TO LOOK FOR

Full credit: a clear decision, at least two reasons, and correct use of the numbers (the profit math is $720 - 180 - 210 = 330$). Partial credit: a decision with only opinion and no numbers. Push students to name a specific risk and a way to reduce it.

Reward intentional choices, not artistic skill. A strong design names a clear problem or purpose, labels the sketch so it can be understood, and explains at least two choices in terms of the user (for example, big buttons because the app is for busy students, or bold colors because a poster must be seen from across a hall). Weak answers say a choice was made "because it looks cool" with no connection to the user.