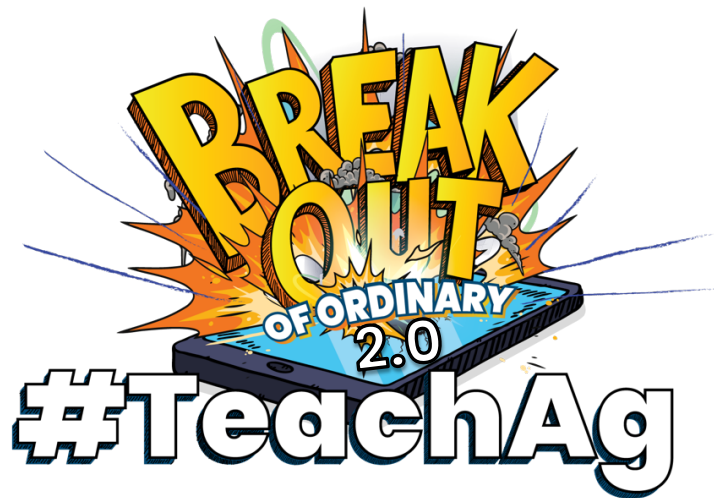




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TEACHER GUIDE



NAAE #TeachAg Breakout Challenge Season 2 – “Catch the Bus”

Be sure you have the most up-to-date version of this guide!

Visit <https://www.naae.org/teach-ag/promote-teach-ag/lesson-plan-in-a-box> or scan the QR code. Look for NAAE #TeachAg Day Breakout Challenge Teacher Guide.



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TEACH AG DAY 2026

BREAK OUT OF ORDINARY – #TEACHAG!

Season 2 – “Catch the Bus”

LESSON PLAN TEACHER GUIDANCE

We are back for another year of being more than ordinary with Season 2 of Break Out of Ordinary–#TeachAg Challenge. Get ready for this year’s challenge that will connect your students to the profession of agricultural education, while allowing them to discover how their own talents and strengths make them far from ordinary! They will be charged with diving into the values of agricultural education and being an agricultural educator!

To have the most enjoyable experience, review these set up and implementation notes. For a video walk through of the activity, please see <https://www.naae.org/teach-ag/promote-teach-ag/lesson-plan-in-a-box/> or scan the QR code.

LOGISTICS

What’s in the Box?

In this #TeachAg Day Breakout Challenge kit, you’ll find:

- 30 copies of the Travel Passport (student recording page)
- 30 copies of the Agricultural Industries Leadership Conference Agenda
- 30 copies of Page with 2 stars on one side and random letters on the other.
- 6 Route Maps
- 6 Red Decoder Lens
- 6 Rulers
- 6 Wheel Decoders
- 1 Four-Digit Lock
- 6 Winning Code Envelopes
- 1 Set of Teach Ag Posters (3 posters total)
- 1 “We Broke In” laminated sign
- 1 Extra parts envelope with extra plastic tabs and brads, in case your wheel decoder or the plastic tabs on your box need to be repaired



What Else Will Be Needed?

- Each group of students will need an internet-enabled device that can play sound.
- Writing utensil for each student
- Dry erase marker

Pacing/Time

This lesson takes around 60 minutes to complete with reflection. The breakout activity itself will take 20-30 minutes depending on the ability of the students. The Facilitator Cheat Sheet (later in this Teacher Guide) will help you keep students on track. Schools with shorter class periods can find a natural break at the end of the Breakout Challenge and conclude the lesson reflection and connection the next time the class meets.

PREPARING FOR THIS BREAKOUT ACTIVITY

For your students (and you!) to have a great experience, there are some steps to help you prepare. Think about this like a lab activity; the teacher will prep some materials, give a little guidance, and your students will take it from there! For you, the steps are **1)** registering your teams on the #TeachAg Breakout website, and **2)** setting up your classroom for the activity! We suggest you set up two days prior to National #TeachAg Day.

Registering on the #TeachAg Breakout Website

Time Required: 10-15 minutes, depending on the number of teams/classes doing the activity.

This task is best completed several days ahead of the day of the activity to ensure adequate time to prepare your teams' logins. This step is simple but critical.

1. Go to www.teachagbreakout.org and click Breakout 2.0.
2. For the first time visiting, click 'Teacher Registration' in the middle of the page.
3. Complete the user details and click Register.
4. You are now into the website and can create logins for your students. The activity is designed for groups to be 4-6 students (max of six per class period), but it is of course variable to your situation.
5. Every team of students will need to be added ahead of time. This is a very easy process: Click **Add New Team** to start.
6. Enter the name of each team. Each team will need a unique name. As students will need to type this name in when they start the activity themselves, keeping names simple but still representative of your school/students is a good strategy.
7. When done, hit **Submit**. You can now see teams you have added. A five-digit password was automatically created for this new team and can be seen in the second column of the **Team Table**.
8. Once all teams are created, the website is ready! You can create as many teams as you wish. To facilitate students accessing the site quickly, we suggest you do one (or all) of these things:
 - a) Record the names and respective passwords onto cards/notes to hand to each group.
 - b) Print a Team List using the button on the bottom left. Display this list where students can easily see it and copy their team name and password.
9. Now that you have teams created and team names/passwords ready, the next step is to prepare the classroom and hard copy materials!

Setting Up the Classroom

Time Required: 10-15 minutes.

We suggest you do this at least one to two days prior to NAAE National #TeachAg Day.

1. Hang the posters around the room at eye level in places students can access. Although you will not use these posters for the Break Out 2.0, they are used along with the components in your box, to complete the Break Out of Ordinary Challenge (Season 1). Please visit <https://www.naae.org/teach-ag/promote-teach-ag/lesson-plan-in-a-box/> to download and print the materials to complete the Season 1 challenge sometime in the future. It is another great way to give your students a hands-on inquiry lesson and expose them to the profession of teaching agriculture.

2. Assemble and sort the various clue materials. That includes the red decoder lens, the wheel decoders, the Route Map, and the rulers. These can be divided so each group has one set or more, OR you can place these in central locations in the classroom for groups to access.
3. Sort the group materials so each team will have one packet consisting of the following:
 - 1 per student–Agricultural Industries Leadership Conference Agenda
 - 1 per student–Page with Two Stars on one side and with random words and letters on the other side
 - 1 per student – Travel Passport (Student Recording Page)
4. Have student electronic devices with internet access ready to use.
5. Set up the room so groups can work in a space where everyone on their team can see and contribute, but ideally not too close to each other so that they can hear everything the other groups are saying.
6. The only items that should be in the box during the activity are the six team password envelopes they are trying to acquire. They should be sorted with the First-Place Team envelope on top, with however many your class will need.
7. Once the envelopes are ready inside, use the adhesive tabs on the lid to lock the box and place it in a central, visible, accessible place in the classroom! You are ready to go!

Note: The original lock is set to the password 1-4-1-7. Double check the lock and make sure it works with that password. If not, below are the instructions to set the lock:

- Pull up the lock shackle.
- Rotate the shackle 90 degrees counterclockwise, hold down, and continue to turn another 90 degrees counterclockwise.
- Set the combination by turning the dials to the convex line.
- Turn the shackle back as normal. Then the setting is completed.
- Dial your numbers to the convex line, pull the shackle open.
- Insert the shackle and scramble the numbers to lock. Repeat above to reset.

GAME TIME – NATIONAL #TEACHAG DAY

When it is time to begin, introduce that it is National Teach Ag Day! Let them know that today will take both their individual talents and their ability to work as a team.

1. Set context and introduce today's challenge and activity around Breaking out of Ordinary and Agricultural Education. Explain this will involve a challenge that requires their teamwork and own abilities to complete it, and that they are competing not only to just beat the challenge but are also competing with classrooms across the country!
2. Divide your students into teams of 4-6 individuals.
3. Provide each student with the briefing materials (packet of 3 pages from Step 3 in Setting Up the Classroom section of this guide).
4. Give each team of students their username and password.

5. Challenge Reminders

Read this list out loud to your students.

- Today's challenges happen one after another. You cannot move ahead to save time. Your team must focus on the challenge presented in the current video until the next page is unlocked.
 - Once you put in the last code, there is one final video you need to watch on the "Success" page.
 - Everyone on a team should be contributing to the team effort at all times.
 - Everyone has been given a Travel Passport (student recording sheet) where you will record your answers. Videos will provide you time to record, but you must act swiftly and be prepared to listen once time has elapsed.
6. After you have read the Challenge Reminders, have student teams go to www.teachagbreakout.org, click Student Team Login and enter their username and password. Once they have successfully logged in, they can click the "Start Challenge" button to start the challenge!
 7. There will be several videos playing at once in the room, as each team has their own device (and they will be on their own pace after the beginning). Have teams huddle together and stay separate from other teams to increase focus.
 - Have short class periods? Have teams log in the day before, but don't hand out the briefing packets yet. That way the technology is squared away, passwords work, sound is checked, and you are ready to start with the handouts the next day! Just don't let them watch the first video until the day of!
 8. Time to float! Use the Facilitator Cheat Sheet (later in this guide) to quickly and easily reference where students are in their challenge, and to help prompt those who are stuck or proceeding more slowly.
 - The Facilitator Cheat Sheet has a synopsis of the clue, the answer, and some suggested hints. Hints are great; just spoon-feeding the answer is no fun at all. Use facilitation to help guide and keep everyone on pace!
 - Pay attention to groups that are slower than others. Groups that are ahead but get stuck can struggle a bit before you start giving hints and that is okay. This naturally paces the entire room.
 - Be sure to encourage and hold accountable every student to be recording onto their recording page; this will be key during the reflection.

9. As teams finish, they will get into the box! However, we want EVERYONE to have the joy of solving all the challenges. This means they are expected to take their envelope and then re-lock the box. Be sure to watch the box and help students as needed.
10. Celebrate with group photos/cheers/etc. every time a group finishes! Write time of each group on the "We Broke In" laminated sign with the dry erase marker and take a group picture.

REFLECTION AND REALIZATION

Depending on pacing and the amount of available time, this may be completed the following day. Set context to connect yesterday's activity to the next piece of learning and reflection.

1. Bring class together when all done.
2. Have students review and recap the different places they "went" to catch up with their class, but also where they've been personally or want to go in the future through their ag education experience. Share *"As we saw, that journey can go a lot of different directions, with so many possible positive outcomes. Consider where such a career as an ag teacher could take you!"*
3. To complete the passport, have students record the following on page 8 of their passport.
 - Their Final Time
 - What was a new concept to consider about careers you had not thought of before? Why is it worth thinking about?
 - Where would you be excited to take students and yourself if you were the one (either literally or figuratively) 'driving the bus'.

ACTIVITY CLUES AND SOLUTIONS OUTLINE

These pages walk through the steps your students will go through to Break Out of Ordinary 2.0! The website will facilitate their work – your job is to float, enjoy, prompt, and nudge!

There is a handout at the end of this guide that is convenient to carry around and use as you facilitate.

FIRST CLUE – From the Introductory Sub Video

Students will watch the first video and begin writing down important notes using their "Travel Passport" on Page 2.

To solve this, they must use several clues provided by the substitute teacher in the video to find their next location. The clues:

- The video mentions "something has to be red", referring to the hidden message in the red border around the map, found using the red decoder lens.
 - The message is **"MULTIPLY THE MILES"** and **"1 inch=1 mile"**.
- The video mentions the distances between two pairs of points and mentions miles.
- The students use the rulers to find the distances between the school and capitol, as well as the distance between the fairgrounds to the dairy. Using the distance measurement and the key hidden in red on the map (1 inch=1 mile), they determine the two distances are 4 miles and 5 miles.
- Putting the two clues together, they get the answer of 20.

- Looking at the bus stop list on the map, every bus stop has a numerical number assigned to it. The bus stop numbered “020” is the Airport.

ANSWER: AIRPORT (will also accept ‘020’)

HINTS (you could give to a struggling team if needed):

- First Hint: What did the substitute teacher tell you to check out?
- Second Hint: When he said ‘red’, what do you think he meant? Have you seen any red?
- Third Hint: How can you find the distances using these tools?

SECOND CLUE – The Videos at the Airport

Part 1: Students have arrived at the airport based on the answer to the first clue. However, they do not see their teacher anywhere. The airport serves as a great reminder of all the places that ag education takes people. Students are to use their “Travel Passport” on page 3 to write down all the places they have seen their ag teacher go and/or where their ag teacher has taken them or their classmates. They must list a minimum of 7 places. When they are done, they will count the number each team member came up with to write in their “Travel Passport” on page 4 and to enter in the box on the website.

Part 2: Once students enter their combined total into the website, it will open a page to a series of three videos. To solve this, they must watch the three videos. The clues:

- Video 1 – The WLC Video (clue is the background with the Capitol)
- Video 2 – The National Land Judging Video (clue is the brief pic of the Oklahoma Capitol)
- Video 3 – how to fold a paper airplane.
 - Students need to connect the paper in the video to the paper in their packet that has the matching stars. If they fold it correctly, the clue appears on top:

‘GO TO THE PLACE MAKING DECISIONS AND STARTS PROPER NOUNS’

ANSWER: CAPITOL (will also accept ‘CAPITAL’ as well as the number ‘348’ for the capitol stop on their Route Map)

HINTS (you could give to a struggling team if needed):

- First Hint: Can you use any of these videos with what you have in your packet? (if they didn’t connect the plane)
- Second Hint: Check that they have the plane folded correctly.
- Third Hint: Is there anything the first two videos have in common when you watch closely?

THIRD CLUE – The Videos at the Capitol

Students have now made it to the Capitol building in town—where many important decisions are made that impact agriculture and education. But—still no bus

Part 1:

To solve this, students will now be prompted to use page 5 of their “Travel Passport” to develop a list of ways they have been prepared for their future careers and leadership roles through their agriculture coursework. They must capture at least 3 things, then compare their lists and find the most common answers amongst their team to submit online. This will move them to the next clue.

Part 2:

To solve this, they must use the clue in the video along with the circle wheel decoder.

- Video 1 – Video from the Dairy Women’s Conference mentions they are excited to see the session at 4:00 pm. Students use the agenda in their packet to find the scrambled clue. The clue should be decoded with the circle wheel decoder.
- Video 2 – The teachers discuss international travel while being ag teachers. There is no clue in this video.
- Video 3 – NAAE Region I Video – The teacher mentions they need to get from point A to E is a clue to use the wheel spinner dial A (inside) to E (outside ring). The directions on how to use the decoder are on the wheel ring. The letter you are changing goes in the middle, and the letter you need is on the outside.

CLUE: “NEXT STOP WILL BE THE HIGHEST POINT IN TOWN”

ANSWER: HILLTOP PARK (will also accept the number ‘1049’ for the Hilltop Park stop on their Route Map)

HINTS:

- What do you think was the clue from Hawaii?
- What could have been the clue in the first video from the conference?
- Do you have anything that relates to those clues in your kit?
- If students try to decode it but it didn’t work: Did you see the directions in the middle of the wheel spinner?
- Once they decode but get stuck: Based on location names, what might be the highest point in town?

FOURTH CLUE – From the Park

Part 1:

Students have now made it to Hilltop Park! They do not see anyone from class-or any sign of the bus- but it is a great view! It really makes a great place to reflect on where they’ve been. In their “Travel Passport” on page 6, students will capture down at least 1 way they have grown since they have been involved in agricultural education. Using their teams’ answers, they must submit online the three best words that represent their answers.

Part 2:

Maybe the students should see if some of the other ag students have posted anything from the field trip that might help?

To solve this, they will need to use the picture clue:

- There is one large picture mocked up like the search results on Instagram. The hashtag used is #goodagteachersdontmisscurbs
- Inside each of the 15 photos is a hidden letter, spelling out ‘DOGSANDCATS####’. On page 7
- The page mentions the word UNLOCK, referring to the lock on the box.
- The students can use page 7 in their “Travel Passport” to help figure out the hidden words.

FINAL ANSWER: 1417 (the bus stop number for the Animal Shelter)

HINTS:

- Let them know that all the information they need is in those pictures.
- What is common in every picture?

- What location might have dogs and cats?
- Ask why they think it ends in four hashtags? What else can hashtags represent?
- If the answer doesn't work on the website, where might we be able to enter it?

THEY ARE IN THE BOX!

Be sure to have them grab their envelope and relock the box for the next team!

FINAL STEPS

Once students reach the Success page of the challenge, there are a few more steps for them to complete:

- Watch the Success video – this congratulates the students and caps off the activity.
- Use the laminated “We Broke In” sign and a dry erase marker to write down the successful time for a group picture – just like an escape room often does! Then just update for the next group.
- You can upload that group picture and any pictures you take during the activity by to social media or submit to NAAE. Hashtag your photos on social media with #TeachAg and we will share them throughout the day.
- We also encourage you to have students sign up for NAAE’s National #TeachAg Campaign so they can continue to learn more about teaching agriculture as a career. The link to sign up is: <https://survey.alchemer.com/s3/7461722/NAAE-National-TeachAg-Campaign-Sign-Up>

FACILITATOR CHEAT SHEET!

Use this quick reference page to help guide and prompt your teams so they stay engaged but doesn't take away their fun and joy of discovery!

FIRST CLUE – From the Introductory Sub Video

To solve this, they must find the distances from the video and then the hidden message in the red border telling them to:

- Find the distance between two pairs of points using the ruler
- Covert inches to miles using the scale found in the red area with the red decoder glass
- Multiply the two numbers
- Interpret the next location using this number with the map

ANSWER: AIRPORT (will also accept '20' or '020')

HINTS :

- What did the substitute teacher tell you to check out?
- When he said 'red', what do you think he meant? Have you seen any red?
- How can you find the distances using these tools?

SECOND CLUE – At the Airport

Part 1: To solve this, they must create a list of at least 7 places where teaching agriculture can take a person. They will create this list on page 3 of their "Travel Passport", then combine their number of ideas with their teammates to enter the number.

Part 1:

ANSWER: Any numerical answer will move them forward to Part 2.

Part 2: To solve this, they must watch all three videos.

- The first two videos are more about the message, and each have an image of a capitol in them.
- The third video has a guide on how to make a paper airplane, using paper similar to the one in their packet. After following the video directions, the message is revealed on the top of the plane: **GO TO THE PLACE MAKING DECISIONS AND STARTS PROPER NOUNS**

Part 2:

ANSWER: CAPITOL (will also accept 'CAPITAL' as well as the number '348' for the capital stop on their Route Map)

HINTS:

- Can you use any of these videos with what you have in your packet (if they didn't connect the plane).
- Check that they have the plane made correctly.
- Is there anything in common in the first two videos when you watch close?

THIRD CLUE – At the Capitol

Part 1: To solve this, they will create a list of at least 3 things related to future careers and leadership on page 5 of their “Travel Passport”. They will communicate their ideas with their team and find the most common answer amongst the team to enter on the website.	ANSWER: Any answer will move them forward to Part 2.
Part 2: To solve this, they use the clues in the videos with the agenda handout from their packet: • Video 1 is from Dairy Women’s Conference and references the workshops at 4:00 p.m. listed on the agenda. • Video 3 from Hawaii tells them to go from point A to point E. This is a reference to the circle decoding spinner. • This is a message from the agenda they decode with the wheel decoder: NEXT STOP WILL BE THE HIGHEST POINT IN TOWN	Part 2: ANSWER: HILLTOP PARK HINTS: • What do you think was the clue from Hawaii? • What could have been the clue in the second video from the conference? • Do you have anything that relates to those clues in your kit? • They tried to decode but it didn’t work: Did you see the directions in the middle of the spinner? • Once they decode but get stuck: Based on location names, what might be the highest point in town?

FOURTH CLUE – At Hilltop Park

Part 1: To solve this, they will need to create a list of at least 1 way that they have grown since they’ve been involved in agricultural education and write it on page 6 in their Travel Passport. They will communicate with their team and come up with 3 words that best represent their answers.	Part 1: ANSWER: Any answer will move them forward to the final clue.
Part 2: To solve this, they will need to use the clue picture presented on the website. Students can use page 7 as a note page to find the final answer. • The ‘Instagram’-style results has 15 pictures, with a hidden letter in each that spells out the final clue: DOGSANDCATS####	Part 2: ANSWER: 1417 HINTS: • Let them know all the information they need is in those pictures. • What is common in every picture? • What location might have dogs and cats?

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Ask why they think it ends in four hashtags? What else can hashtags represent? • If that answer doesn't work on the website, where might we be able to enter it? |
|--|---|

THEY ARE IN THE BOX!

Be sure to have them grab their envelope and re-lock the box for the next team!

FINAL STEPS

Once students reach the Success page of the challenge, there are a few more steps for them to complete:

- The final message at the end is at the Animal Shelter and moves them into the reflection in the passport.
 - Use the laminated "We Broke In" sign and a dry erase marker to write down the successful time for a group picture – just like an escape room often does! Then just update for the next group.
 - Visit the recent completers page to see where other competing teams are located and their finish times.
 - Students can also sign up for NAAE's National #TeachAg Campaign from this link: <https://survey.alchemer.com/s3/7461722/NAAE-National-TeachAg-Campaign-Sign-Up>