



# FINDING LAND

## GLOBAL GARDENS

### WHAT IS THIS USER'S GUIDE?

This user guide provides a slide show, 'Finding Land,' that trainers can use to lead a discussion about options for access to farmland. Farmers will learn about choosing a target location for their land search and business and agricultural factors to consider. They will learn how to use internet resources to find local advertised land for rent or sale, and research other information such as land values. This content was originally developed by the American Farmland Trust and adapted for refugee audiences by Katie Painter. This is Part 4 of their 8 Part curriculum, adapted here for an English Language Learner audience. Their full curriculum will be accessible online at a future date.

Global Gardens is a land-based refugee training program in Boise, ID. Like many programs, we lease land to beginning farmers at an incubator site. The land we are able to lease is in limited supply, and one goal of our program, and of many farmers, is that farmers eventually identify land elsewhere to move and/or expand their production area. This module provides strategies for refugee growers to identify a target location and identify potential plots of farmland for lease or sale.

# Who made this guide?

**ACKNOWLEDGMENTS:** This teaching resource was adapted by Katie Painter of Global Gardens in Boise, ID in partnership with the Institute for Social and Economic Development (ISED Solutions). This material is funded by USDA, Risk Management Agency, under award number RM18RMEPP522C018: 'Producing and Using Risk Management Educational Resources and Methods for Refugee Farmers.'

This curriculum is based on the Land Access Training Curriculum developed by the American Farmland Trust under USDA Beginning Farmer and Rancher Development Program Educational Enhancement Grant number 2015-70017-23901

**VARIATION:**

Throughout this guide, boxes (like this one) contain variations and adaptations that serve varying programs and farmers. They are suggestions and reflections from other programs based on how they made this workshop work for them.

**ICONS:** You will find the icons below throughout this guidebook. They are there so you are prepared for the activity and can get an idea of what it will bring at a glance.



SIGNS/CARDS



POWERPOINT



WORKSHEET



DISCUSSION



VOCABULARY



INDOOR



OUTDOOR



TALKING POINTS

# Is this guide right for you?

- AUDIENCE:**
- **Who:** Refugee farmers and growers
  - **Language / Literacy:** Appropriate for any level, with interpreters as necessary.
  - **Farming Experience:** Farmers should have at least one year of farming experience. A group with mixed experience allows for more discussion with those who have already begun to address land access challenges.
  - **Prerequisites: Skills, experience, and knowledge:** Farmers should have some experience setting goals for their business. They should know the size of the piece of land they are farming now, and understand how much land is in an acre. (Sometimes farmers will say that they need “one acre,” without fully understanding how large an acre actually is.)
  - **Region/Climate:** Climate does not matter, but the local real estate situation does. I recommend that trainers adapt the example given to local resources for finding land, and other local details.
  - **Program Structure:** Global Gardens has aggregated wholesale sales, a CSA with each farmer providing boxes to their own set of members with Global Gardens handling sales and member communication, and lots of farmer-led farmers’ market sales.
  - **Season:** This training can be done any time when classroom learning sessions are held.

- RESOURCES NEEDED:**
- **Time:** 2 hours
  - **Staff/Interpreters:** 1 instructor, plus language interpreters as needed.
  - **Location:** Classroom

**Resources and Materials Needed to Complete this Module:**

- ‘Finding Land’ Slide Show
- Internet access, a computer lab or a few laptops are ideal.

# Table of Contents

## **5 OBJECTIVES AND SKILLS**

- Vocabulary
- Objectives
- Proof of Learning

## **6 LESSON 1 / HOW TO FIND LAND BRAINSTORM 20 MINUTES**

- Farmers introduce themselves and brainstorm ways to locate available farmland and responses are shared as a group and recorded on a whiteboard.

## **8 LESSON 2 / FINDING LAND POWERPOINT SLIDESHOW 40 MINUTES**

- A slide show covers concepts that might make some locations more favorable than others for a land search and examines kinds of landowners and landowner motivations for leasing to a farmer.

## **10 LESSON 3: PRACTICE ACTIVITY--INTERNET EXPLORATION OF RESOURCES 30 MINUTES**

- Using computers, students visit websites pertaining to finding land, including FarmLink, learning where to find important information. During this activity, students answer discussion questions about the land, thinking about whether it would meet their needs.

# Objectives and Skills

- VOCABULARY:**
- 
- Brainstorm
  - Target Location
  - Tax Assessor
  - Census
  - Regulations
  - Real Estate
  - FarmLink
  - Land tenure
  - Land access
  - Lease
  - Landowner
  - Tenant

- OBJECTIVES:** **By the end of this module, farmers will:**
- Identify potential locations for a farm based on personal and business goals.
  - Identify information about regional business and agricultural factors that may affect where you want to look for land.
  - Identify real estate values or rental rates in the places you have identified.
  - Identify different types of landowners and their motivations for leasing land to farmers.
  - Identify resources and strategies to locate available land.

- PROOF OF LEARNING:** **I will know that farmers have achieved learning objectives because:**
- During the class session, farmers will answer questions based on their own experiences, such as how land changes hands in their own countries.
  - During the class session, farmers identify some land for lease locally using internet resources, and will discuss whether the parcel may be suitable for their future farm.

# How to Find Land Brainstorm

1

**TIME:** 20 Minutes

**OVERVIEW:**

After introductions, farmers are asked to brainstorm ways to locate additional available farmland. Answers are recorded on a flipchart or white board.

**MATERIALS NEEDED:**

- Flipchart or white board
- Markers

**OBJECTIVES / LEARNING:**

By the end of this activity, participants will:

- Understand what brainstorming is.
- Express some ideas about how to find land that might be available for farming.

**VOCABULARY**

- Brainstorm



## LESSON STEPS

1. Find out if students already know each other. If not or if it's the first class, allow time for each person to introduce themselves, including their names and farm or business name and a short description.

2. Explain what a brainstorming activity is. Brainstorming is a time to come up with a lot of ideas, even if they are not all used, or even if you don't know for sure if something will work. You don't have to know for certain when you brainstorm. People brainstorm to have a lot of ideas together, and then can talk about the ideas and sometimes choose the best.

## LESSON STEPS, CONTINUED

3. Ask students to brainstorm ideas about how they might find land. Allow a few minutes for the students to come up with some ideas.
4. Ask for volunteers to share ideas and record ideas on flipchart or white board to refer to later.

# Finding Land Powerpoint Slideshow

## 2

**TIME:** 40 Minutes

**OVERVIEW:**

A slide show is presented which covers concepts including regional business and agricultural factors that might make some locations more favorable than others for a land search. It examines kinds of landowners and landowner motivations for leasing to a farmer. Finally, internet resources are provided to identify available land.

**MATERIALS NEEDED:**

- Projector
- Finding Land PowerPoint Slide Show
- Finding Land PowerPoint Guide

**OBJECTIVES / LEARNING:**

By the end of this activity, participants will:

- Understand real estate values or rental rates in their region.

- Identify information about regional business and agricultural factors that may affect where they want to look for land.
- Identify different types of landowners and their motivations for leasing land to farmers.
- Identify resources and strategies to locate available land.
- Identify potential locations for a farm based on personal and business goals.

**VOCABULARY:**

- Land tenure
- Land access
- Lease
- Landowner
- Tenant
- Regulations
- Target Location
- Census



# LESSON STEPS

## Prior to this lesson:

1. Research local regulations pertaining to agriculture in your area. A few examples from Idaho are provided.
2. Replace Idaho FarmLink and Ada County Tax Assessor websites with your own local examples.
3. Visit pertinent websites and decide on a few that would be accessible and applicable to your students.

## During this lesson:

1. Present PowerPoint slides using the PowerPoint Guide. Notes from the original American Farmland Trust curriculum as well as Global Garden's adaptations for refugee farmers are also included in the notes sections of the slides.

# Practice Activity: Internet Exploration of Resources

3

**TIME:** 30 Minutes

## **OVERVIEW:**

Students will visit websites pertaining to finding land and answer discussion questions. These could include land listings at a general website like Craigslist or Zillow, a local tax assessors site that gives information about ownership and values of specific parcels whether or not they are for sale or rent, and any FarmLink listings that are available locally. Trainers can either display the websites on a screen for the whole class, or have students explore by themselves or in groups if several computers are available.

## **OBJECTIVES/LEARNING:**

By the end of this activity, participants will:

- Identify internet-based resources and strategies to locate available land.

- Examine a specific land listing and consider whether it would meet their personal and business goals for a farm site.
- Successfully navigate through the web pages shown.
- Be able to participate in discussion questions about the land parcels they find on the websites.
- Be able to decide whether land they find would meet what they are looking for in a land search.

## **MATERIALS NEEDED:**

- Web links
  - Internet Access
  - Computer and projector
- OR
- Computer lab or several laptops

## **VOCABULARY:**

- FarmLink
- Tax Assessor

# LESSON STEPS

## Prior to this lesson:

1. Replace website examples such as Idaho FarmLink and Ada County Tax Assessor, with your own local examples.

## During this session:

1. Open the provided web links and show farmers how to search for or navigate to a land listing for a specific parcel of land. If working in a computer lab, show a few examples and then have farmers work to explore examples on their own.
2. In reference to one specific listing, ask the following discussion questions:



1. Where is the land located?
2. How much land is available?
3. Who owns the land?
4. Is the cost to lease or purchase the land identified?
5. Would this land meet your goals for a potential farm site?
6. If you wanted to talk to the landowner about this land, what would be the next steps?

## LESSON STEPS, CONTINUED

3. Trainers can repeat the questions for several listings, so that participants have an idea that different listings provide different information, and get an idea of the range of options that might be identified locally through an internet search.

*Alternative: for more independent participants, the discussion questions in step 2 could be put into a worksheet, and farmers could fill out the worksheet on their own as they explore the websites.*