



INTRODUCTION TO LAND TENURE

GLOBAL GARDENS

WHAT IS THIS USER'S GUIDE?

This user guide provides a slide show, 'Introduction to Land Tenure,' that trainers can use to lead a discussion about options for access to farmland. Farmers will learn about different types of land tenure, such as lease arrangements and ownership. They will examine how their personal goals will influence future land tenure decisions for their farm business.

The case studies provided here are from Idaho. We recommend replacing these with examples from your own area.

This content was originally developed by the American Farmland Trust and adapted for refugee audiences by Katie Painter. This is Part 1 of their 8 Part curriculum, adapted here for an English Language Learner audience. Their full curriculum will be accessible online at a future date.

Who made this guide?

ACKNOWLEDGMENTS: This teaching resource was developed 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.
 - **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. Ideally this session will be followed up with a field visit within in a relatively short time frame, so the season and weather might be a consideration.

- RESOURCES NEEDED:**
- **Time:** 2 hours
 - **Staff/Interpreters:** 1 instructor, plus language interpreters as needed.
 - **Location:** Classroom
 - **Resources and Materials Needed to Complete this Module:**
 - Introduction to Land Tenure' Slide Show
 - Introduction to Land Tenure' Slide Show Accompanying guide
 - Land Tenure Case Study Survey Form
 - Land Tenure Case Studies
 - Land Seekers Case Study Discussion Questions
 - Personal and Business Goals Worksheet
 - Flip chart, sticky notes, writing utensils as desired and as appropriate to farmers' literacy levels.

Table of Contents

- 5 OBJECTIVES AND SKILLS**
 - Vocabulary
 - Objectives
 - Proof of Learning

- 6 LESSON 1 / MOTIVATION ACTIVITY: DESCRIBE YOUR FARM VISION**
20 MINUTES
 - Participants will describe their ideal future farm situation.

- 8 LESSON 2 / COMPREHENSION ACTIVITY: INTRODUCTION TO LAND TENURE (POWERPOINT)**
30 MINUTES
 - This PowerPoint gives an introduction to land tenure, and is accompanied by a corresponding PowerPoint guide. Information in the presentation from Idaho should be replaced with local information.

- 10 LESSON 3 / PRACTICE ACTIVITY, LAND ACCESS CASE STUDIES**
30 MINUTES
 - Participants will listen to stories about other farmers who searched for and accessed land, to identify some typical experiences and challenges.

- 12 LESSON 4 / COMPREHENSION ACTIVITY, PERSONAL AND BUSINESS GOALS (POWERPOINT)**
20 MINUTES
 - Students will discuss the importance of personal and business goals to successful land tenure.

- 14 LESSON 5 / APPLICATION ACTIVITY**
20 MINUTES
 - Participants will participate in a discussion about the importance of personal and business goals to successful land tenure.

Objectives and Skills

VOCABULARY:



- Land Tenure
- Land Access
- Landowner
- Tenant
- Lease

OBJECTIVES: By the end of this module, farmers will:

- Explain what land tenure is.
- Explain the three paths to land access.
- Understand the average costs to lease or purchase land in their region.
- Describe their personal and business goals.

PROOF OF LEARNING: I will know that farmers have achieved learning objectives because:

- During the class session, farmers will describe their future farm vision, and personal and business goals.
- During the class session, farmers will answer questions based on their own experiences, such as how land changes hands in their home countries.
- They will be able to compare in discussion the differences and similarities of how they got land access in their countries of origin compared to in their current place of residence.
- They will state the three ways to access land and the general cost of land in their region.
- They will be engaged in discussion and ask questions about land access of the example/case study farmers.
- In discussion they are able to describe examples of business and personal goals that are compatible or incompatible.
- Complete the Personal and Business Goals worksheet.
- Describe their long term goals.

Motivation Activity: Describe Your Farm Vision

1

TIME: 20 Minutes

OVERVIEW:

If the participants have not met each other in previous workshops, you may do an introduction including their names and farm or business name and a short description. Next, students will spend 3-5 minutes envisioning how their dream farm would look 5 to 10 years from now and sharing with a partner and then the group. Then as a class, they will brainstorm then things that need to take place for them to achieve these dreams.

OBJECTIVES / LEARNING:

By the end of this activity, participants will:

- Describe their dream farm situation and some steps they would need to achieve it.

VOCABULARY:

- Vision
- Dream Farm

MATERIAL NEEDED:

- Sticky notes
- Markers

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.
2. Explain what a visioning activity is. Allow a few minutes for the students to think about their visions.

LESSON STEPS, CONTINUED

3. Allow participants to share their vision with a partner. This can be in English or in their own languages.
4. Ask for a few volunteers to share their vision statement.
5. For higher literacy groups, use sticky notes to write a short description (and if some of the students have some reading comprehension) put these up on sticky notes on the wall.
6. Ask the class to brainstorm the things that would have to be in place to achieve this vision.

Comprehension Activity: Introduction to Land Tenure

2

TIME: 30 Minutes

OVERVIEW:

This is a slide show that covers basic concepts of land access, challenges related to land access in the US, and how business and personal goals relate to land tenure decisions.

MATERIALS NEEDED:

- Projector
- 'Introduction to Land Tenure' Slide Show
- 'Introduction to Land Tenure' Slide Show Accompanying Power-Point Guide

OBJECTIVES / LEARNING:

By the end of this activity, participants will:

- Explain the difference between land tenure and land access.

- Understand why finding good farmland is challenging.
- Understand similarities and differences between land access in the US and in their home countries.
- Identify key factors that make a farmer ready to search for land.
- Define personal and business goals.
- Identify real estate values and/or rental rates in the local area.

VOCABULARY:

- Land tenure
- Land access
- Lease
- Landowner
- Tenant



LESSON STEPS

Prior to this lesson:

1. Research land values in your area. Lease data by state and county is available at www.nass.usda.gov/Surveys/Guide_to_NASS_Surveys/Cash_Rents_by_County/index.php
2. Replace Idaho average land purchase and lease prices with prices from your local area.

During this lesson:

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



2. **Review Discussion**

- What are the three ways to access land?
- About how much does land cost to rent and buy in this area?

Practice Activity: Land Access Case Studies

3

TIME: 30 Minutes

OVERVIEW:

Students will listen to stories about other farmers' paths to successfully accessing farmland. There are three possible ways to do this. Use the case studies provided, which are from small-scale vegetable producers in Idaho. Alternately, the trainer can use the provided form to collect similar case studies from your local area. Or, invite a panel of several local farmers to come and tell their stories to the class. The panel can include class participants or program graduates who already have access to land and can describe their experience to their peers.

OBJECTIVES / LEARNING:

By the end of this activity, participants will:

- Describe another local farmer's experience accessing land.
- Identify some common challenges that farmers experience when searching for farmland.
- Identify criteria that other farmers use to identify good farmland.

VOCABULARY:

- Case Study

MATERIALS NEEDED:

- Written Case Studies and/or *Land Tenure Case Study Survey Form*
- Or, 3-4 farmers willing to share their stories
- Land Seekers Case Study Discussion Question Worksheet



LESSON STEPS

Prior to this lesson:

1. If desired, use the *Land Tenure Case Study Survey Form* to update case studies to include local examples, or invite several farmers to attend the class as part of a panel discussion. Case study survey form can also be used to prepare farmers to tell their story and answer questions.

During this lesson:

1. Read each case study OR give each farmer on the panel a chance to briefly tell their story about how they found their land.



2. Ask discussion questions on the *Land Seekers Case Study Discussion Questions Worksheet* and lead a brief group discussion. For groups who are comfortable writing, they could fill out the worksheet in small groups.

- How many acres
- Where you sell

For those interested in pursuing liability insurance, participants may be provided with the Insurance Checklist, which they can begin to fill out to gather information that might be necessary for a meeting with an insurance agent.

Comprehension Activity: Personal and Business Goals

4

TIME: 20 minutes

OVERVIEW:

View the slide presentation to begin discussion of personal and business goals and their importance to land tenure.

OBJECTIVES / LEARNING:

By the end of this activity, participants will:

- Define their personal and business goals.

MATERIALS NEEDED:

- Projector
- Introduction to Land Tenure Slide Show, Part 2, Personal and Business Goals
- Introduction to Land Tenure Slide Show Accompanying PowerPoint Guide

VOCABULARY:

- Personal Goals
- Business Goals



LESSON STEPS

Prior to this lesson:

1. Review the slide show to understand the major points.
2. Understand local farmland availability and how choosing land in different parts of your region might result in different lifestyle or business outcomes.

LESSON STEPS, CONTINUED

During this lesson:



1. Present PowerPoint slides for Part 2, using accompanying PowerPoint Guide. Notes from the original American Farmland Trust curriculum as well as Global Garden's adaptations for refugee farmers are included in the notes section of the slides.

Application Activity

5

TIME: 20 minutes

OVERVIEW:

Participate in a discussion about the importance of personal and business goals to successful land tenure.

OBJECTIVES / LEARNING:

By the end of this activity, participants will:

- Define their personal and business goals.
- Understand any conflicts between their personal and business goals.

MATERIALS NEEDED:

- Copies of *Personal and Business Goals Worksheet*
- Pens

VOCABULARY:

- Primary income
- Off-farm income



LESSON STEPS

Prior to this lesson:

1. Review the worksheet, make any changes that make sense for your audience.
2. Consider whether to have individuals each complete the worksheets, or lead a discussion framed as, “how many people need to live near the school their kids already attend?” Etc. Alternately, worksheet could be on flip chart paper and group could check the boxes as a group.

LESSON STEPS, CONTINUED

During this lesson:

1. Explain the difference between personal and business goals. Tell the students that each person's goals are different, so we will spend some time thinking about individual goals.
2. Pass out *Personal and Business Goals Worksheets* OR show flip chart checklist with Personal Goals checklist. The worksheet gives two checklists, "locational goals," (I want to live near....) and "financial goals" (I want to be able to afford.... These financial goals refer to taking care of their families, not their business expenses.) Talk students through checking off applicable items.
3. Talk students through the Farm/Ranch Goals section of the worksheet. The sheet asks general operational and marketing questions about the business, and could be used in worksheet format or to guide a discussion, depending on the literacy level of the audience. Students with farm experience should be able to answer these questions easily, and may offer ideas for newer students.
4. Talk students through the short Farm Financial Goals checklist. List focuses on farm vs. off-farm income.
5. Conclude the discussion by describing a few long-term goals. Related these back to the first farm visioning activity. Has the vision changed? Have farmers identified any conflicts between personal and business goals?

