

Transitioning Land to a New Generation Land Transfer Training Manual



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** All materials must attribute American Farmland Trust and National Institute of Food and Agriculture. See the required acknowledgment text and a slide example below. **

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To learn more about the whole project and its many contributors, visit:

<https://farmland.org/project/transitioning-land-to-a-new-generation/>

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LAND ACKNOWLEDGEMENT RESOURCES

As we work to support farmers and ranchers find secure land tenure for agriculture, we recognize Indigenous peoples as the original and longstanding stewards of this land. Their extensive knowledge and practice of agriculture and land management established the foundation of land stewardship.

We recognize that the land and this knowledge was forcibly taken and appropriated from Indigenous peoples. As fellow stewards and advocates, we honor and respect the land and the peoples who have cared for this land since time immemorial. Further, we commit to continue building partnerships with Indigenous people. We encourage individuals and organizations to learn more about the Indigenous peoples from the areas you live and work. We encourage you to consider opening your trainings with a land acknowledgement and follow up actions. Here are a few resources we are using to inform our land acknowledgement practices.

❖ [A Guide to Indigenous Land Acknowledgement](#)

The Native Governance Center is a Native-led nonprofit dedicated to assisting Native nations in strengthening their governance systems and capacity to exercise sovereignty. On Indigenous Peoples' Day in 2019, the Native Governance Center co-hosted an Indigenous land acknowledgment event with the Lower Phalen Creek Project and created this guide for Indigenous land acknowledgment based on the panelists' responses.

In follow-up to the guide, the Native Governance Center held an event on moving beyond land acknowledgment and this guide was created from the content contributed during the event. [Beyond Land Acknowledgement: A Guide](#)

❖ [Honor Native Land: A Guide and Call to Acknowledgement](#)

These resources were developed by the U.S. Department of Arts and Culture with support from numerous Indigenous artists and collaborators. This website includes resources for events, provides a downloadable guide, and has downloadable and sharable images.

❖ [Native Land Digital – Interactive map and resources](#)

Native Land Digital manages an interactive map to search territories, languages, and treaties. This is an excellent tool to use and share. Native Land Digital also provides additional resources on land acknowledgements as a practice.

INTRODUCTION

The need to bring a new generation of farmers on to the land to continue its agricultural use is urgent. The future of American agriculture depends, in part, on the ability of new generations to secure access to affordable land to start and expand their operations. The overarching goal of *Transitioning Land to a New Generation* is to ensure a new generation of farmers and ranchers can achieve secure land tenure to support viable agricultural operations. This adaptable, skills-based curriculum can be used to support beginners and agricultural landowners as they confront the complex financial, legal, and interpersonal issues related to land transfer.

[Transitioning Land to a New Generation](#) is a project of American Farmland Trust (AFT) a nonprofit membership organization whose mission is to save the land that sustains us by protecting farmland, promoting sound farming practices, and keeping farmers on the land. The curriculum was designed with direct input from agricultural service providers who field tested and adapted it with audiences of farmers, ranchers and landholders across 27 states.

Audience

The *Transitioning Land to a New Generation* Curriculum is designed for incoming producers and current landowners who have a property in mind and have started a process to transfer it—or at least started to talk about a transfer. This could include audiences from young and beginning farmers and ranchers to landholders who may be retiring, planning their estates, or simply want to make land available for a new generation.

Transitioning Land to a New Generation Curriculum

The curriculum is structured around a series of five learning modules and the core competencies they address. These modules serve as the foundation to key skills and concepts of farm and ranch transfer. They are designed to be adaptable and interchangeable and can be delivered as a series of workshops, full day workshops, one on one support, or can supplement other related trainings. If delivered without modification, the five modules provide approximately three to four days of training, though we encourage you to adapt the curriculum to meet the needs of different audiences and levels of experience.

This Training Manual provides suggestions and additional materials to prepare you to support land seekers and landowners. These include helpful hints on strategies to engage workshop participants and possible motivational activities to make your trainings dynamic and meaningful. We also include a *Planning Agenda Worksheet*, a tool to help you think through the details of your workshops so that you are well prepared to use time well and adapt your training to the available space and equipment at hand.

Land Access Training Curriculum

This project builds on [Farmland for the Next Generation](#), an eight-part *Land Access Training Curriculum* that AFT completed in 2019. The curriculum addresses three paths to land access: leasing, purchasing, and receiving land through inheritance of gift. An overview of this curriculum is included on the next page.

Building on the foundation of the Land Access Training curriculum, the [Farmland Information Center](#), a partnership between AFT and USDA Natural Resources Conservation Service, created the [Find Farmland resource website](#) as a step-by-step guide to finding land. We encourage you to use these resources to supplement the Land Transfer Curriculum.

All curriculum resources are stored on our on-line community platform.

You can download editable and printable versions of the curriculum and find supplemental trainer support, such as photo and video libraries, promotional materials, and Trainer resource videos from past trainings. Resources from the Land Access Training curriculum can also be found here. Accessing the platform will also connect you to other agricultural service providers who work on land access and transfer.

If you would like access to, or support using the platform please contact us at: fng@farmland.org.

**FARMLAND FOR THE NEXT GENERATION:
LAND ACCESS TRAINING CURRICULUM OVERVIEW**

Workshop Title	Competency	Description
Introduction to Land Tenure	Assess your readiness to pursue land tenure opportunities	This workshop introduces beginning farmers and ranchers to land tenure trends. Participants will clarify their business and personal goals and will determine their readiness to pursue land tenure opportunities.
Financial Assessment	Assess your financial position	This workshop helps beginning farmers and ranchers assess their financial position. Participants will consider how their financial situation affects their land tenure options.
Land Access Options	Determine your land access options	In this workshop, beginning farmers and ranchers will explore a variety of land access options. Participants will determine which options are most appropriate for their personal, business, and financial situation.
Finding Land	Locate available land that meets your requirements	This workshop guides beginning farmers and ranchers through the process of finding land. Participants will learn how to use on-line tools, local resources, and social networks to identify potential land tenure opportunities.
Land Assessment	Assess the suitability of land for farming	This workshop prepares beginning farmers and ranchers to conduct a land assessment. Participants will learn how to gather relevant information about a land parcel, schedule a land assessment, and assess land according to a criteria checklist.
Leasing Land	Prepare to secure land through leasing	This workshop prepares beginning farmers and ranchers to secure land through leasing. Participants will consider different types of leasing agreements and will identify the steps in securing a lease. Participants will also practice strategies for successful negotiation.
Purchasing Land	Prepare to secure land through purchase	This workshop prepares beginning farmers and ranchers to secure land through purchase. Participants will consider different types of financing options and will identify the steps in purchasing land. Participants will also practice strategies for successful negotiation.
Succession Planning	Participate in succession planning for land transfer	This workshop prepares beginning farmers and ranchers to participate in succession planning. Participants will consider different types of land transfer arrangements and will practice strategies for successful negotiation.

TRANSITIONING LAND TO A NEW GENERATION: LAND TRANSFER TRAINING CURRICULUM OVERVIEW

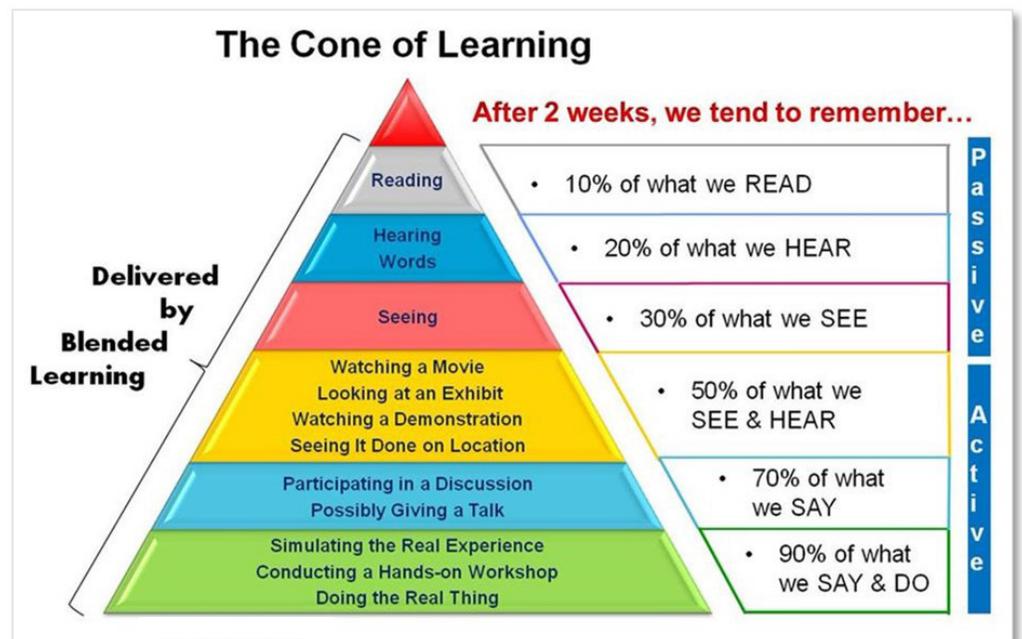
Workshop Title	Competency	Overview/Purpose
Getting Started with Farm or Ranch Transfer	Prepare to engage in a transfer process.	This workshop introduces the <i>Transferring Land to a New Generation</i> curriculum and prepares participants to engage in a farm or ranch transfer process. Participants will identify key steps involved in a farm or ranch transfer; clarify their values, vision, and goals; name the people involved in their transfer; and assess their needs and the needs of those involved in their transfer. Participants also will practice thinking about the other person’s point of view, demonstrating trust-building behaviors, and listening.
Assess Your Financial Situation and Build Your Team	Assess your financial position and needs, and the position and needs of the other party.	This workshop will enable participants to assess their current financial position and future needs and the position and needs of other parties to inform conversations about their farm/ranch transfer. It will help them estimate the value of the tangible and intangible assets being acquired or transferred and introduce business terms and financial statements and tools. Lastly, this unit will identify key professional service providers that can support incoming farmers and ranchers and exiting owners during the transfer process.
Identify Business and Legal Tools	Prepare to choose the tools you need to move your transfer process forward.	This workshop introduces the main tools used in planning a transfer. It will focus on key legal and financial tools to help land seekers and landowners succeed. Participants will explore the types of plans needed for their situation to support their transfer process.
Prepare to Tell Your Story	Effectively communicate your values, vision and goals for a specific audience.	This module empowers participants to create and share their stories as a way to build support for their farm or ranch business. Using their values, vision and goals statements as a springboard, participants will clarify their unique story and practice sharing it with others. They will work to adapt their storytelling to suit various audiences. The primary goal is for landholders and land seekers to share their vision and values and learn to communicate more effectively for a successful land transfer.
Prepare for Negotiation	Negotiate a win-win agreement.	This module prepares participants for the types of conversations they will have during a transfer negotiation. Participants will plan to negotiate, practice communication skills to reach agreement and prepare to manage stress.

PERFORMANCE-BASED LEARNING

People learn best by doing! *Transitioning Land to a New Generation* uses a performance-based learning philosophy. It takes a skills-based approach to teaching and learning that focuses on what people need to do, not just on what they need to know.

Modern educational research has shown that the more students are engaged in learning, the more they remember. The more they remember, the more they can apply to new situations.

The curriculum builds off research by Edgar Dale on the Cone of Learning and uses various kinds of activities to enhance learning and retention. According to Dale, the least effective methods involve presenting information through verbal symbols, both reading and simply listening to spoken words. The most effective are interactive and purposeful, shown at the bottom of the cone. They include direct experiences, such as hands-on workshops, participating in discussions, and field experience.



Each Curriculum Module is structured around three key components of Performance-Based Learning:

1. Competencies

- The primary skills participants will be able to demonstrate as a result of the workshop.
 - Competencies must be identified, verified, and made public in advance.
 - All content decisions, learning activities, and teaching strategies relate directly to the competencies.

2. Learning Objectives

- The supporting knowledge and skills participants need to master the competency.
 - They define the supporting knowledge and skills needed to perform the competency.

3. Important Assignments

- The tools the trainer uses to demonstrate that participants have achieved the competency.
 - Performance is the primary evidence of achievement

The **Teaching Plans** identify the Competencies, Learning Objectives, and Important Assignments of each module as part of the Trainer Set-up Notes.

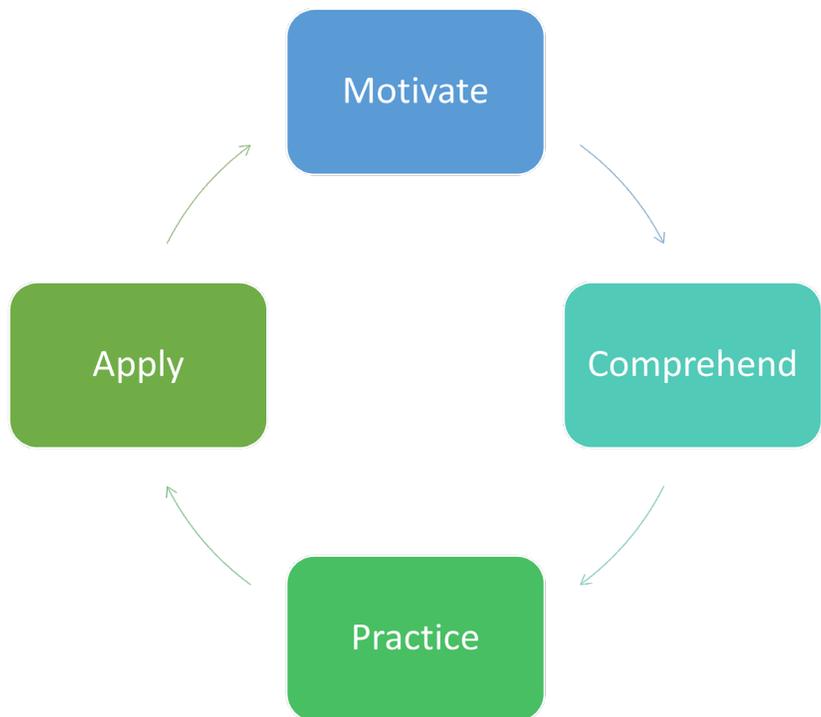
For detailed information of Performance Based Learning, [see our video series - How to Use the Land Access Curriculum](#).

THE LEARNING CYCLE

The learning activities detailed in the Teaching Plans follow the four phases of the Learning Cycle.

These are: **Motivate, Comprehend, Practice and Apply**

- The **Motivate** phase includes activities designed to engage the learner and prepare them for what they will learn
- The **Comprehend** phase includes activities designed to provide concepts, information, and skill demonstrations needed to perform the competency.
- The **Practice** phase gives the learner the opportunity to practice what they are learning by applying knowledge, concepts, and information to real-life tasks, and to get feedback on their performance.
- The **Apply** phase includes activities that give learners the opportunity to demonstrate understanding of the lesson competency through the Assessment Strategy. Ideally, the learner will leave the learning experience with a useful “learning artifact,” such as an action plan, checklist, or other documentation of their learning.



The workshops can be delivered over time in smaller chunks as long as adaptations incorporate the four phases of the learning cycle. You will likely adapt the curriculum to meet the needs of your audiences. When you do, please be sure to follow the learning cycle and incorporate a motivating activity and at least one comprehension supported by practice and application activities.

STRATEGIES FOR ENGAGING LEARNERS THROUGH THE LEARNING CYCLE

Motivation Phase

In the motivation phase, you typically facilitate one relatively simple activity to prepare learners for the lesson and to gauge their level of experience.

- Introduce the Student Learning Plan and highlight what learners will accomplish.
- Encourage learners to use the Student Learning Plan as a road map for the learning process.
- Encourage learners to share their thoughts, either with a partner, a small group, or the whole class.
- Use more than one format engagement to enhance understanding and retention.

Comprehension Phase

The Comprehension Phase gives learners the concepts and information they need to perform the target competency. This can be the most difficult phase to actively engage learners. Incorporate a few of these strategies to increase the level of learner engagement in the Comprehension Phase.

- Don't present too much information at one time.
- Refer learners to any information sheets associated with the information you are presenting.
- Engage learners in discussion during the presentation by asking questions.
- Make time to write or say responses. Writing, hearing, and speaking help engagement and retention.
- Use stories and examples from your personal experience.
- Ask learners to phrase concepts in their own words, share related examples and personal experience.
- Poll learners. Have learners raise their hands, or set up electronic polls using "Poll-Everywhere"

Practice Phase

Practice Phase is designed to engage learners by giving them an opportunity to do something with the concepts and information they learn. The most important thing to remember for the Practice Phase is don't skip it! If you are running short of time, try to simplify the activity by having different groups complete different sections of the activity, or do it as a class, rather than in small groups or pairs.

- Provide feedback to help the learner know if they are on the right track.
- Encourage learners to move around by using random grouping.
- Use more than one format engagement to enhance understanding and retention.

Application Phase

The Application Phase is where learners have an opportunity to demonstrate that they have gained competency. Learners apply what they have learned to real-life tasks and build on the skills that they developed in the Practice Phases.

- Encourage learners to share their work with a peer. Explaining their work to a partner reinforces learning. Providing feedback on another's work extends learning by providing another example or alternative point of view.
- Ask learners to share how they can use their new skill after they leave the workshop.

For more curriculum activity guidance see our Activity Guides starting on page 27.

HOW TO USE THE CURRICULUM

CURRICULUM COMPONENTS

As you prepare to deliver the whole curriculum or just an individual Learning Plan or workshop, keep the learning cycle in mind. Then follow or adapt the two guiding pieces: The Teaching Plan and Student Learning Plan. While their content is related, they are written for different audiences.

Storyboard

The storyboard – or presentation is a template workshop. Images and details can be adapted to your audience. Activity slides are gray with Trainer Instructions notes. Use the Activity Guides in this training manual to customize your activities.

Teaching Plan

Written for the teacher, the teaching plan provides teaching notes to guide the facilitation of learning and assessment activities and references the associated learning materials for each activity. These Plans are organized to highlight the three key components of Performance-Based Learning and the four parts of the Learning Cycle.

Student Learning Plan

Written for the student, the learning plan details the target learning outcomes and the learning and assessment activities that the student will engage in.

Plans are supported by a full set of worksheets and information sheets you can modify, adapt, or use as is to deliver trainings. What follows is a list of the kinds of training materials we have included, along with a brief description of their role in a workshop.

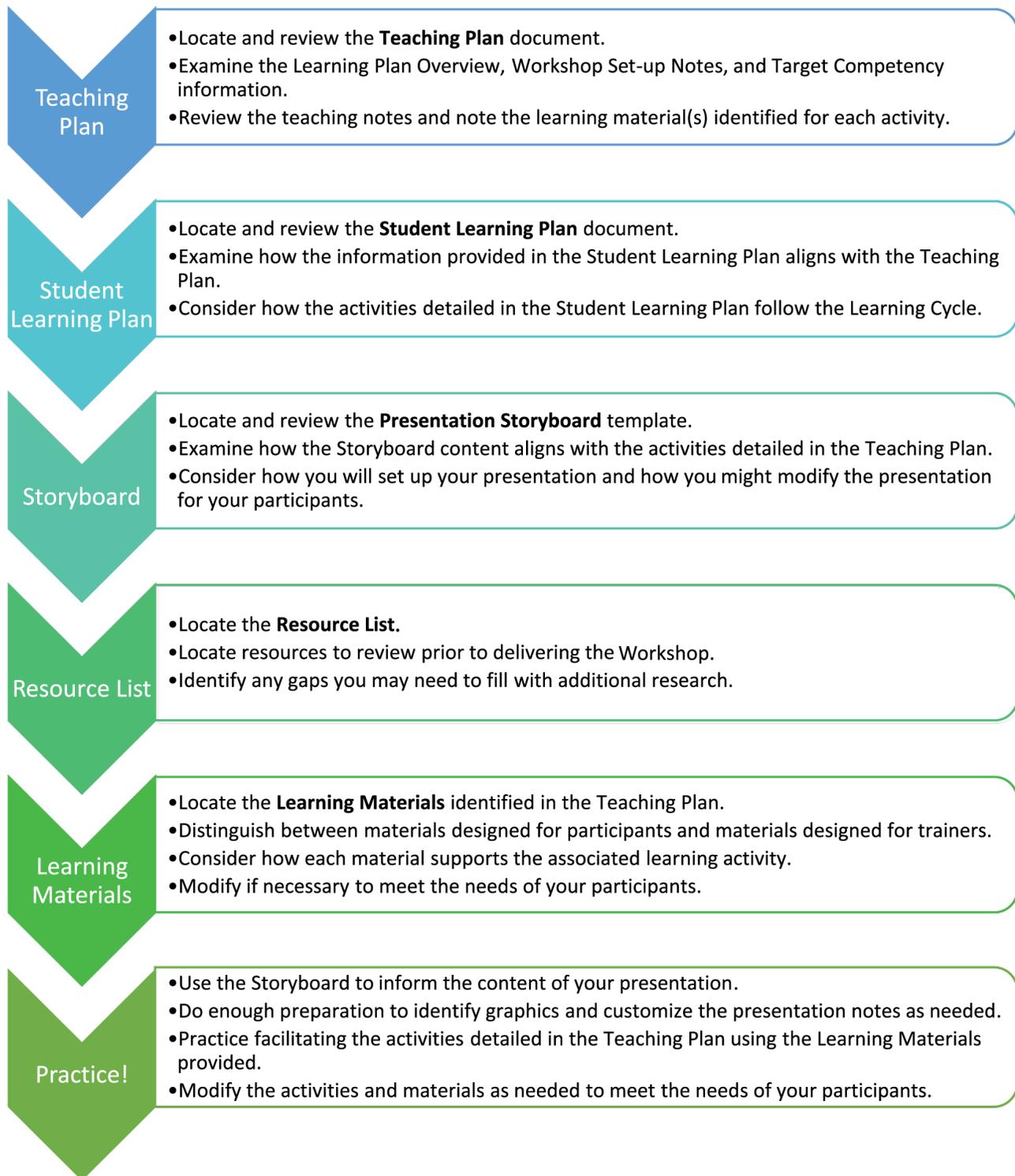
Learning Materials for Trainers

- **Teaching Plan:** Guides the trainer through the process of facilitating the workshop activities.
- **Presentation Storyboard:** Provides a PowerPoint template for setting up a slide presentation, including slide bullets and presentation notes.
- **Resource List:** Provides a list of background resources related to the workshop competency and learning objectives. Trainers can use the resource list to gain more background on the content delivered through the Presentation Storyboard and other learning materials.

Learning Materials for Workshop Participants

- **Student Learning Plan:** Guides the learner through the workshop activities.
- **Information Sheets:** Provide resources that summarizes concepts and information presented in the slide presentation.
- **Activity Worksheets:** Support the practice activities incorporated into the learning plan.
- **Assessment Documents:** Include Action Plans, Checklists, and other types of activity sheets designed to support the learner in demonstrating the competency.
- **Resource List:** Provides a list of background resources related to the workshop competency and learning objectives.

PREPARE TO TEACH A WORKSHOP



As you prepare to deliver your workshop, take the time to plan the strategies you will use to engage participants.

- Use the Planning Agenda Worksheet (see pages 14-18) to gather information and think through how you will facilitate your workshop given the constraints of time and space.
- Use the Activity Guides (Starting on page 27) to adapt for you audience.
- Follow these steps to prepare to teach your Learning Plan.

PLANNING AGENDA WORKSHEET

Part 1: Workshop Details

Who is Your Audience? Describe what you know about the audiences you anticipate attending.

Class Size

How many participants do you anticipate?

Will they register ahead of time? Yes_____No _

Are there other considerations you can offer to support their learning and attendance? Such as childcare, internet access, literacy or language support.

Workshop Context

Describe the setting of your upcoming workshop. (Start with is it in person, virtual, or hybrid?)

Facility Parameters for In Person, Virtual or Hybrid

What do you know about the training facilities? Consider the following:

- What kind of seating set-up is available? (i.e. auditorium seating, classroom seating, movable tables)
- Is there wall space for sticky notes?
- Will you use flip charts, smart board, white board, chalk board?
- What media set-up is available?
- Is there reliable internet?
- Other:

Type of Workshop

- Stand-alone Workshop of one or two Learning Plans
- Full-day Workshop of several Learning Plans
- Multiple-day Workshop of all/most of the curriculum
- Part of another beginning farmer training
- Conference session
- Other:

Workshop time frame

How long do you have for your workshop session? Is the time-frame fixed or flexible? Could your time frame be affected if other presenters run over?

- Workshop Date: _____
Workshop Times: _____

Materials

Which materials will you use?

Will you print or send digital versions?

How much time do you need for gathering and sending materials?

Part 2: Plan Your Agenda

Review the suggested workshop set-up and activity notes detailed in the Teaching Plan. Use this worksheet to add additional notes and details to ensure learner engagement as you facilitate the workshop activities. Keep in mind the workshop time frame and parameters detailed in Part 1 of this worksheet.

Workshop Set-up Notes

Review the workshop set-up notes detailed in the Teaching Plan. Add any additional notes and reminders here.

Workshop Agenda

Review the activity notes detailed in the Teaching Plan. Think through the details of how you will facilitate each activity to ensure learner engagement and how much time you think it will take. You may need to adjust how you facilitate an activity to stay within your designated time frame.

INTRODUCTORY ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

MOTIVATION ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

COMPREHENSION ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

PRACTICE ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

COMPREHENSION ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

PRACTICE ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

APPLICATION ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

WORKSHOP WRAP-UP

TIME: _____

Activity Notes: How will you ensure learner engagement

CREATE WELCOMING SPACE

Transferring farms and ranches can be time consuming, unpredictable, and stressful on both incoming and exiting parties. As you are planning workshops take time to prepare how you will create welcoming and safe space for your attendees. Use the Planning Agenda Worksheet to list your ideas.

Here are some ideas and resources we are using to inform our practices:

Create Community Agreements

Co-creating community agreements is way to support how people learn together as a group. The act of building agreements invites input from everyone and opens space for everyone to participate equally.

A definition of Community Agreements *could* be: A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive, and trusting. So we can do our best work, achieve our common vision, and serve our farmers and ranchers well.

- ❖ [National Equity Project – Developing Community Agreements](#)

Information and steps for facilitators to create community agreements.

- ❖ [Soul Fire Farm - Safer Space](#)

An example of community agreements Soul Fire Farm has created.

Coaching and Facilitation Skills

With the range of challenges that come up in land access and transfer, it is important as an advocate that you have different tools to support the process. While this Land Transfer Training curriculum can be taught in a typical “academic” setting there are other ways to adapt it that may better suit your audience and their situation. In this section we provide different methods and resources to help you think through other ways to support learning.

Coaching for Land Access and Transfer

One on one technical assistance over time is often needed to support a farm or ranch transfer.

Coaching, as opposed to the many other “hats” a service provider might wear, is a highly facilitative activity where the coach helps the coachee reach their goals through deep listening and reflective questioning to help the other coachee explore for themselves how to proceed, move forward or act. Coaches don’t act for the coachee, nor do they give advice, set goals or tell the coachee what to do.

- ❖ The worksheets and information sheets in this curriculum can be used to supplement one on one farmer/rancher support.
 - ❖ Here are some examples of agriculture programs that are using the coaching framework to support farmers and ranchers.
 - ❖ Maine Farmer Resource Network - [Farm Coaching: Supporting Relationships for Farm Success](#)
 - ❖ [New Entry Sustainable Farming Project - Technical Assistance](#)

Facilitation Skills

Whether you are training in a group, family, or one on one, facilitating dialogue is an important aspect of farm and ranch transfer. Here are a few facilitation methods that are proved successful with farmer and rancher audiences.

- ❖ *READ:* [Facilitating Group Learning – Strategies for Success with Diverse Learners](#)

A resource designed to help educators, trainers, and workshop leaders effectively teach adults in groups. This book provides simple strategies and facilitation suggestions for guiding group discussions and learning. It is written though the stories of a skilled facilitator.

Learning Circles

American Farmland Trust's use of the learning circle model arose out of partnerships with Women Food and Agriculture Network's Women Caring for the Land™. The idea has been developed, tested, and proven as an effective way to engage women landowners and producers. Learning circles can be used with any audience. The core concepts of a learning circle are a group of individuals come together to learn more about a common topic. They are guided by a facilitator but incorporate peer lead learning. They encourage sharing experience, wisdom and knowledge from within the group, instead of an instructor giving all knowledge.

- ❖ *READ:* [Tips for Hosting an In Person Learning Circle.](#)
- ❖ *CONNECT:* [American Farmland Trust's Women for the Land Initiative](#)

Peer to Peer Learning

Farmers and Ranchers and Landowners all benefit from Peer-to-Peer learning models. They can reduce isolation, provide mentorship opportunities, and help develop strategies to solve the unique challenges that farmers and ranchers face. Here are some resources for Trainers who would like to facilitate peer to peer learning.

- ❖ *CONNECT:* [Growing Veterans Peer Support Training](#)

Real Colors

Real Colors is a four-color personality assessment and workshop that encourage an active role in learning and helps groups communicate more effectively to reach common goals. Real Colors is commonly used in Cooperative Extension Services workshops and has been suggested as a useful model for this Land Transfer Training.

- ❖ *READ:* What is [Real Colors?](#)

Trauma Informed Resources

As a service provider, you may work with farmers or ranchers who have or are experiencing some form of trauma. Trauma can be described as a deeply distressing experience, or a physical injury. Trauma can affect how we communicate with others. This Trauma Informed Toolkit by Oregon State University Extension supports and complements educators' knowledge and skillset in implementing trauma informed approaches in education settings.

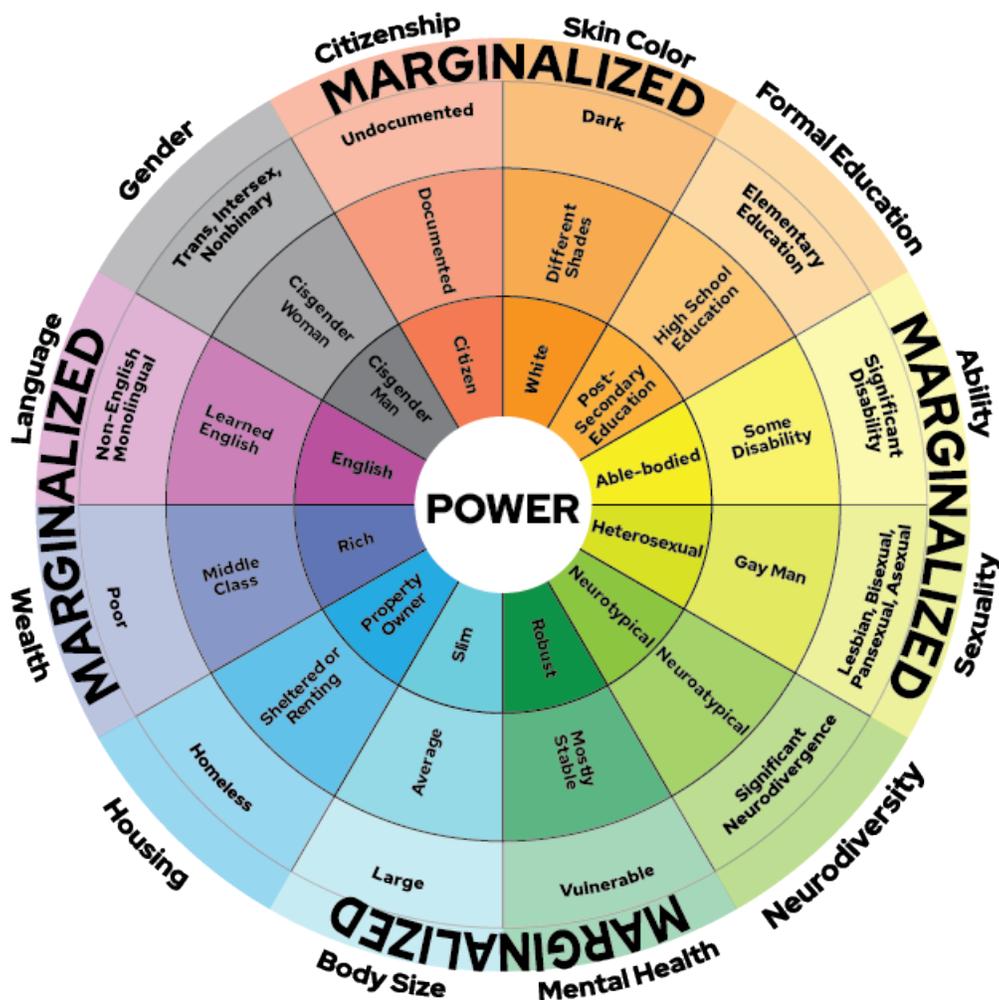
- *READ:* [OSU Extension Service: Trauma Informed Toolkit](#)

How will you address Position, Perspective, Power, and Privilege?

As service providers you encounter people navigating different positions and privileges. The *Transitioning Curriculum* does not have content on power and privilege, and instead focuses on identifying key relationships and considering points of view. However, being prepared for possible points of tension to come up, will support you to guide people through the process. Here are a couple resources that specifically address power and privilege which may be useful.

Adapted from James R. Vanderwoerd (“Web of Oppression”) and Sylvia Duckworth (“Wheel of Power/Privilege”)

[View the image on line.](#) Credit: University of Wisconsin-Madison



[Young Farmers Racial Equity Toolkit](#)

This toolkit is a starting point. It is an initial resource for people who are overwhelmed by the breadth and depth of the problem and need help determining how to start dismantling racism in their communities.

CUSTOMIZE TO YOUR AUDIENCE

The curriculum is designed for incoming producers and current landowners who have a property in mind and have started a process to transfer it—or at least started to talk about a transfer. This could include audiences from young and beginning farmers and ranchers to landholders who may be retiring, planning their estates, or simply want to make land available for a new generation.

You can't know everything about who will walk into your trainings, but you can add in ways to gather information before and/or during your workshops.

- Think about how to assess who is coming ahead of time.
 - See the 10 Key Steps Assessment Guide on page 29.
 - Send polls, surveys or registration questions ahead of time.
 - Send simple pre-work ahead training.
- How will you assess in action?
 - What can you build into Motivation activities that will help you know your group?
 - Use 10 Key Steps – Where are you at in the process?



Use Images and Case Studies

The curriculum is designed to be adapted to reflect your audience. We hope you adapt presentations and activities with images, videos, and/or case studies that are meaningful to the farmers and ranchers you work with.

Photo libraries

We have included pictures in all the Storyboards. You are welcome to change them to represent your audiences. Ideally you can share pictures of land and farmers or ranchers from your community. Here is a [photo release template](#) if you are photographing someone.

If you don't have access to the kinds of pictures you want, we have collected series of images from USDA and other project partners that are free and available to use.

- You can find them in the photo library in the community platform. See page 7 for information.

And if we don't have what you are looking for, here is a handy video with tips on finding high quality, copyright free photos from the USDA's image and video libraries.

- [Finding USDA Photos on Flickr](#)

Case Studies

We created a series of audio-visual case studies to accompany this curriculum. We interviewed farmers and ranchers from across the county at different stages of their land access or transfer story. Each is unique to the interviewee and their experience in the process.

See Encourage Conversation with Case Studies on page 33 which includes:

- Case Studies Summaries
- Links to the full interviews and sections by topics

Support English Language Learners

This section was developed by Katie Painter who works with and adapts resources for immigrant and refugee farmers.

At least 50 training programs around the country serve immigrant and refugee farmer audiences. As these growers advance in their careers, they're more likely to engage in mainstream resources for farmers such as extension programs, lending opportunities, and markets. For trainers who typically work with a college-educated audience, it's worthwhile to spend a few minutes considering the needs of students who speak English as a second language or are active English Language Learners. It's also helpful for native English speakers who are not college educated or have been away from academics for a long time.

Get to know them.

In general, we know that adult learners bring a lifetime of prior experience and knowledge. With many other demands on their time, such as jobs and family, they probably have specific learning goals and reasons for attending your program. Adults like to learn from each other, and enjoy an active, participatory atmosphere. They may have apprehensions about their own abilities as learners.

Immigrant and refugee farmers may have a lot of farming experience from their home countries or may have immigrated as a younger person and learned skills here in the US from their parents, training programs, or practice. They may have been employed as a farmworker. Ask about their prior experience. What did they produce in their home countries? What was the growing environment like? How did they access land or complete a land transfer in their home country?

Trauma and land loss may also be a part of their story. Refugees in particular, arrive in the US after fleeing persecution in their home country due to war, ethnicity, religion, politics, gender, or similar reasons. Be sensitive in acknowledging these stories if they are offered, using words like "I'm sorry that happened," or "I'm glad you're safe." You're an important ally in these farmers' future success.

Assess their language skills.

Immigrant and refugee farmers have a wide range of English skills and previous education, very often ranging from minimal primary education to US college degrees. Very often they speak two or three or four other languages, before learning English.

This table describes English proficiency levels for speaking.

Beginning	Developing	Advancing	Emerging	Fluent
<p>Uses gestures and a few words.</p> <p>Can provide basic personal information.</p>	<p>Uses simple learned phrases that are repeated often.</p> <p>Asks and answers simple questions.</p>	<p>Can satisfy most survival needs and social demands.</p> <p>Some ability to speak on the telephone.</p>	<p>Speaks with structural accuracy and vocabulary.</p> <p>Can participate in conversation on many topics.</p>	<p>Uses language fluidly and accurately to satisfy personal and professional needs.</p>

Trainers often assess English proficiency through a simple introductory conversation, or for written English, by asking a student to fill out a simple personal information form.

It's important that all of the farmers can access the information, regardless of their English Language ability. Beginning and Developing learners may rely entirely on interpreters to access the information. Advancing and Emerging learners can access information in English when trainers accommodate them by using visual aids, Plain Language, speaking slowly, and using active, participatory activities rather than worksheets or text-heavy PowerPoint slides. Immigrants who are fluent in English can often access information just as any other adult learner would and can be a great help in farmer-to-farmer teaching.

Tips for using interpreters.

Participants may bring their own interpreter to a presentation, or you may have to schedule one ahead of time. If possible, find an interpreter who is familiar with the subject matter you'll be discussing, or meet with them ahead of time to make sure that they understand and can interpret any technical vocabulary.

When most of the group needs interpretation, keep in mind that the presentation will take longer, since everything must be said twice. Plan to cover less material. In a larger group setting where only a few folks need interpretation, the interpreter will likely speak while you are speaking. Announce that this is happening, so that folks understand why there is chatter.

Some more tips:

- Look at and speak to the person you're addressing, not the interpreter.
- Speak at a moderate pace and pause for interpretation.
- Avoid jargon and idioms
- Say only what you want interpreted.
- Use Plain Language and consider using a script.
- Ask the interpreter whether they feel the person understood.

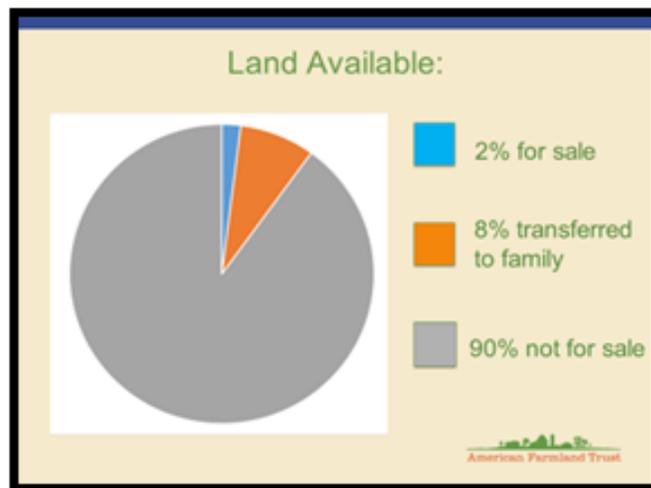
Tips for using Plain Language and Visuals.

Plain Language (PL) is simple, written and spoken information that is easy to access and tailored to its intended audience. PL is often used in medical settings to ensure that patients understand how to take their medicines or carry out post-operative instructions, regardless of their educational backgrounds. Text is organized in a simple layout, so that information is easy to find, and includes accompanying visuals.

Some tips for making your language “Plain”:

- Use shorter words and sentences.
- Define new vocabulary.
- Avoid unnecessary detail.
- Use active voice. “Farmers plant corn in May,” instead of “Corn is planted in May.”
- Use bullet points and white space. Avoid too much text on a slide or page.

When possible, use a visual illustration of an object or idea, instead of lengthy text. Here’s an example of a slide that is very text-heavy, replaced with a more visual example. Usually, ELL learners will absorb more of what you explain to them, than what is written on a page for them to read.



For more information:

Check out the [“Refugee Farmer Teaching Handbook.”](#)

Here are some Spanish translated resources that are related to this curriculum.

- ❖ [Center for Agriculture and Food Systems: Farmland Access Legal Toolkit](#)



Plan for Hybrid or Virtual Trainings

In the post Covid-19 era, there are a lot of options for types of workshops you can host.

In person, virtual and hybrid all have their benefits and drawbacks. As you are planning your workshops consider what will work best for you and your audience.

For your audience - What will support their ability to fully attend?

- Are they comfortable with virtual communication?
 - *In our experience Zoom is the most familiar platform.
- Do they have reliable internet access?
- Are traveling cost, distance, or family obligations prohibitive of in-person events?

For trainers – How will you prepare?

- **Virtual:**
 - What platform are you comfortable with?
 - If possible, invite a coworker or colleague to co-facilitate with you. Presenting and monitoring the virtual “room” at the same time can be difficult when there is a large group.
 - Practice running slides technology ahead of time.
 - If you have guest speakers, try to have a practice run through ahead of time.
 - Adapt activities to work in a virtual space.
 - What note-taking or recording tools will you use? A collective google doc? An on-line platform like Padlet?
 - Is your audience comfortable with recording the workshop?
- **Hybrid:**
 - Depending on size of the event, you may need to bring in Audio/Visual support. This could be hired experts or colleagues who can support technology.
 - How will you ensure people are heard between channels?
 - Do you need microphones so virtual attendees can hear in person?
 - Do you need speakers to amplify the voices of virtual attendees?
 - How will the two sides interact with each other?
 - How will you engage both in person and virtual attendees?
 - How will you adapt activities?
 - What support do you need?

❖ **READ:** [Reaching Women In Agriculture: A Guide for Virtual Engagement](#)

This guide provides excellent details on planning for a virtual event. While the focus is on reaching *women* in agriculture, the information provided could work well for other groups.



ADAPT THE CURRICULUM WITH ACTIVITIES

This curriculum is designed to be adapted to your audience and workshop setting.

Use the following activity guides along with the teaching plans and planning agenda to prepare practice activities.

Each activity guide includes a summary, it's purpose in the curriculum, directions and other suggestions and resources.

Table of Activity Guides

10 Key Steps in a Farm or Ranch Transfer Assessment	Page 28-29
Listen and Introduce	Page 30-31
More than a Worksheet	Page 32
Asset Inventory with Picture Sorting	Page 33-35
Questions to Cultivate Empathy and Trust	Page 36-38
Role Playing	Page 39-40
Encourage Conversation with Case Studies	Page 41
• Case Study Summaries	Page 42-47

10 Key Steps in a Farm or Ranch Transfer Assessment Activity Guide

Activity Summary:

In this activity, the participants will use the 10 key steps diagram to determine where they are in a transfer process. This activity will help set the tone for the workshop, allow the Trainer to adjust the course of the workshop, and personalize the material for the audience.

<p>This activity can be used in multiple ways throughout the curriculum. We suggest:</p>		
Module	Learning Objective or Purpose	Learning Cycle Action
1.4	Determine where you are in the transfer process.	Practice
All	Asses who is in the room. Create connections to other participants.	Motivation
All	Asses who is coming or who attended. Use this to plan or follow up workshops.	Pre-work or homework assessment

Activity Time:
10 – 15 minutes

- Materials:**
- Group note taking tools
 - 10 Key Steps in a Farm or Ranch Transfer diagram. (Slide 8 – M1 Storyboard)
 - 10 Key Steps in a Farm or Ranch Transfer Handout

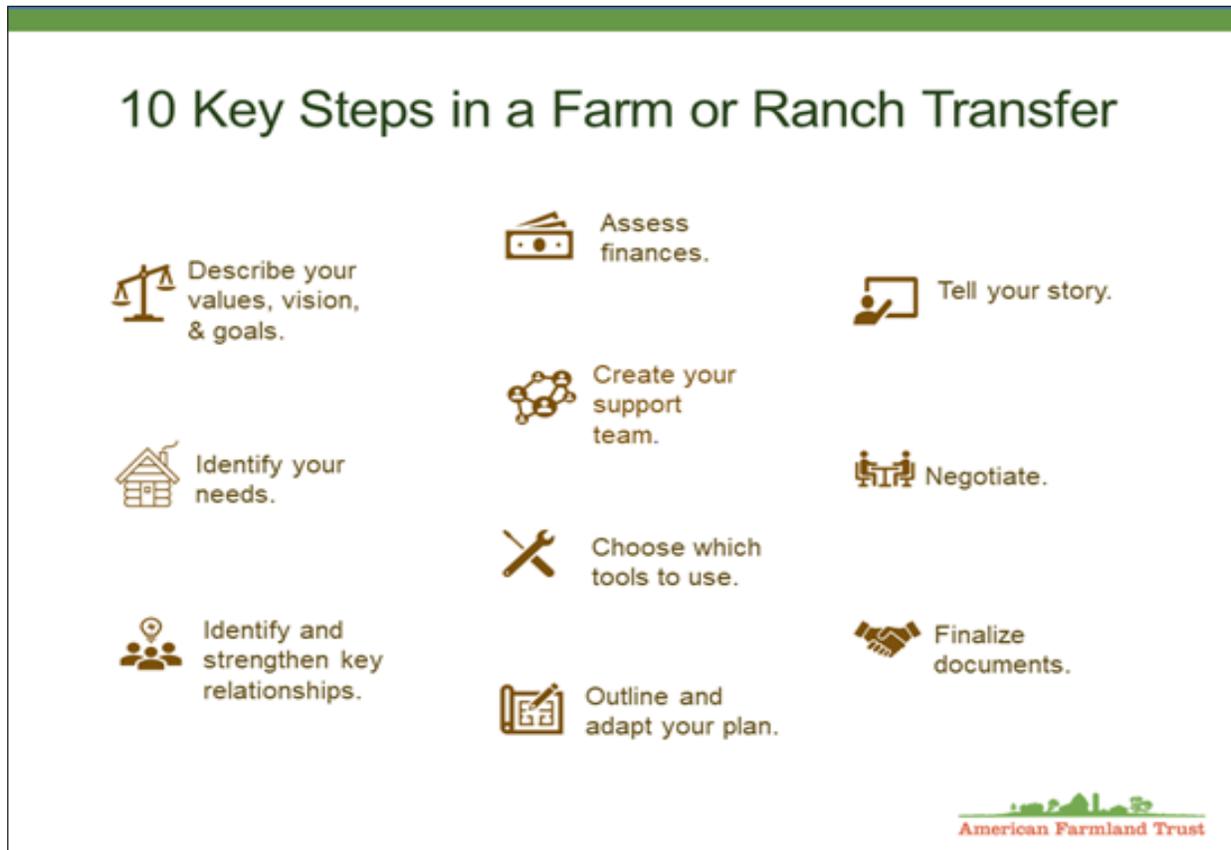
- Activity Preparation:**
- Review your Teaching Plan and Planning Agenda
 - Review the 10 Key Steps in a Farm or Ranch Transfer diagram.
 - Decide how you will ask people to identify the steps they have taken.
 - Decide how you will record responses.
 - Consider questions to guide group discussion.

Activity Directions:

1. Share the 10 Key Steps Handout.
2. Display the 10 Key Steps in a Farm or Ranch Transfer diagram for your participants. (Found in M1 Storyboard).
3. Discuss the major steps involved. Confirm sequence and timing may change depending on the situation.
4. Going through each step, ask participants to identify which they have started. You can choose how they identify (hand raise, standing, moving to point in the room, etc.)
5. Record how many responses to which step in the process. Use this to guide the emphasis and delivery of your training.
6. Make time for group reflection on this activity. Use the 10 key steps handout as a guide. See the Engage Groups Guide for ideas on group engagement.

English Language Learners

For additional information on how to adapt activities and your workshop to an ELL audience, please refer to page 24 for more information. .



Listen and Introduce Activity Guide

Activity Summary:

In this activity, the participants will engage in a conversation with a partner. The underlying skill practiced is active listening.

You can use it in any module as an introduction activity. You can use this as a motivation activity for participants to meet each other, for you to learn more about their workshop goals, and to practice various learning objectives.

<p>This activity can be used in multiple locations throughout the curriculum. We suggest:</p>		
Module	Learning Objective or Purpose	Learning Cycle Action
<p>1.1, 2.1, 3.1, 4.1, 5.1</p>	<p>Introduction Activity</p>	<p>Motivation</p>

Activity Time:

15-30 minutes

Time will vary depending on how many people attend.

Materials:

- Group note taking tools
- A way of keeping time

Activity Preparation:

- Review your Teaching Plan and Planning Agenda
- Adapt the prompt questions to fit the content and intended audience.
- Adapt your presentation with the questions you want people to ask/answer.

Activity Directions:

1. Ask the group to break into pairs, preferably of people who don't know each other well. Explain that this is a way to get to know each other and to practice active listening.
2. Ask the first participant to take 1 minute to introduce themselves sharing who they are, where they are from, what kind of farm/ranch or agricultural property they're involved with, and one thing they hope to learn from the training.
(You can adapt your prompt questions to fit the module you are focusing on.)
3. Ask them to switch roles.
4. When both people have finished, bring the group back together and ask the pairs to introduce each other based on what they heard. Option: bring groups of two together with smaller groups instead of the whole group.
5. Record what participants hope to learn on a flip chart or slide and refer back to it during the training.

English Language Learners (ELL)

This activity works well for people who are learning a new language.

- Invite people to introduce themselves in the language they are most comfortable with.
- Allow additional time for interpretation or slower conversations.
- Trauma and land loss may be part of their experience. For people who aren't often listened to, this activity can be extra supportive. Extra time may be particularly important.

For additional information on how to adapt activities and your workshop to an ELL audience, please refer to page 24 for more information. .

More than a Worksheet Activity Guide

Activity Summary:

We created a lot of worksheets to support this curriculum. But filling out worksheets alone won't necessarily engage your participants in a skill. We hope you will use worksheets to engage in discussion, learn new strategies, build peer to peer support, and challenge participants to consider options in their transfer.

You can use this guide for any worksheet provided in the curriculum. One size does not fit all, and you may utilize certain worksheets to match your audience, time, and objectives.

Activity Time:

15-30 minutes

Time will vary depending on how quickly participants move through the material, and how much you decide to engage with the content vs assign as a homework assignment.

Activity Preparation:

- Review your Teaching Plan and Planning Agenda.
- Plan for group discussion and interaction using the worksheets as a guide.

Materials:

- Group note taking tools
- Worksheets

Ideas for engaging with worksheets:

- Encourage multiple types of audience participation. This could include some independent work, splitting the group into pairs, into small groups, or doing a worksheet as a whole group.
- Encourage engagement by asking for various answers to a particular question. Collaborative work will yield more diverse responses, lead to more in-depth discussion, and provide more information for your audience.
- Turn questions into an interview.
- Use questions and answers as a way to get people moving around the room, raising their hands, and interacting with each other.
- Assign worksheets as homework as a way to assess what they learned, follow up with them after the workshop, or prepare for another lesson.

English Language Learners (ELL)

Worksheets, especially worksheets with extensive instructions, may be an extra challenge for ELL participants.

- Allow additional time for interpretation or slower conversations.
- If possible, provide simplified instructions for ELL participants.
- Asking questions out loud, or working with an interpreter, can help as well. In Module 4 and 5, we include letter writing worksheets. These can be adapted to be an interview between participants instead of writing a letter.
- Where writing is a challenge, worksheets can be adapted to a role play activity. See page 36.
- See Asset Inventory with Picture Sorting Activity Guide (page 33-35) for other worksheet adaptation ideas.

Asset Inventory with Picture Sorting

Activity Guide

Activity Summary:

For English Language Learners, or other groups who might enjoy a more interactive activity, replace the Asset Inventory Worksheet with a picture sorting activity. First, briefly discuss with the audience the idea and definition of “assets”, including different categories like cash assets, farm buildings and machinery, intangible things like brand recognition or customer lists, and natural resources like good soil and clean water.

Next, provide a collection of pictures of these assets. Options for a photo sort include giving each participant a few pictures to explain and then place on a chart of current and desired assets, or giving each person the full set, which they can use to fill in the worksheet. Alternately, participants could take photos of their assets as a homework activity.

NOTE* This activity guide is written as an addition to the Asset Inventory Worksheet of Module 1. However, the idea of picture sorting can be adapted to other worksheets and activities throughout the curriculum.

This activity can be used in multiple locations throughout the curriculum. We suggest:

Module	Learning Objective or Purpose	Learning Cycle Action
1	Assess needs and assets of the parties involved.	Practice
5	Define who is involved and what you need from a negotiation. Prepare to support your position.	Practice

Activity Time:

30-40 minutes

Materials:

- Asset Inventory Worksheet
- Flip Chart or Group Note Taking Tool
- Glue Sticks

Activity Preparation:

- Review teaching plan to align activity and module goals.
- Review relevant worksheets.
- Prepare Pictures
- Prepare flip chart version of worksheet, or individual sheets.
- Consider how you will group people or allow them to choose for themselves.
- Describe the activity before you group and make space for them to flag partnerships that would be the most meaningful for them.

Virtual Adaptation:

Set up an easy-access on-line folder where participants can access the pictures, or screen share and allow the participants to direct the picture-sort while you move the pictures around the screen.

Activity Directions:

Step 1: Describe assets

1. Use the Module 1 story board to explain that an asset is something with value. Money is an asset, so is something you can sell for money. Assets can be tangible, like land or buildings, or intangible, like a customer list or a position of power within a family or organization. Some kinds of assets are not bought and sold. More examples can be found on the Asset Inventory Worksheet. Ask the students to brainstorm a few assets.

Asset inventory, option 1:

1. Set up 3 flip-chart pages that say, “Your Assets”, “Assets You Want to Acquire”, and “Other Assets”.
2. Give each participant 2 or 3 asset photos.
3. Ask each person to tell what they have, why it’s an asset, and choose which flip chart to stick it on.
4. Finally, review the results. What kinds of assets do people have already? What kinds of assets do they still need?

Asset inventory, option 2:

1. Give out copies of the Asset Inventory Worksheet. Depending on the needs of your audience, you could keep the asset categories, or eliminate those to simplify.
2. Give out copies of the asset photos, smaller version.
3. Working individually or in pairs, participants glue each picture into the appropriate box. Assets that they don’t have or plan to acquire will be left over.
4. Share as appropriate and as time allows, a few participants can share with the full group, or they can share with a partner. What kinds of assets do folks already have? What do they need to acquire?

Asset inventory Homework:

1. After completing activities 1 and 3 or 4, ask participants to think about the assets they actually have and need, apart from the examples in the pictures.
2. Ask participants to use their cell phones to take photos of their assets or examples of assets they want to acquire, before the next class
3. Alternately, if you are short on time, you could do Activity 1, explain what an asset is, and assign this activity as homework instead of doing a photo sort.
4. At the next class, ask each person to show and describe some of their assets.
5. Finally, review the results. What kinds of assets do people have already? What kinds of assets do they still need?

English Language Learners (ELL)

This activity was created as an alternative for English Language Learners.

- You may need to allow for additional time for interpretation.
- You can use the photo deck with or without the written labels.

For additional information on how to adapt activities and your workshop to an ELL audience, please refer to page 24 for more information.

Picture Examples



Land



Equipment



Brand Recognition



**Network /
Community**



Buildings



Cash



Age / Seniority



**Management
Experience**



Fertile Soil

**Here is a handy video with tips on finding high quality, copyright free photos from the USDA's image and video libraries.

- [Finding USDA Photos on Flickr](#)

Questions to Cultivate Empathy and Trust

Activity Guide

Activity Summary:

The goal of this activity is to demonstrate relationship and responsibility to each other and the land. It is a way to build understanding and empathy between different sides of a transfer. There is no winning in this activity. It is not a race to the center. Instead, it is a way to visualize both our shared and different experiences to appreciate what everyone brings to the situation. It is designed to be an experience people share together, with a follow-up discussion for learning at the end. Your goal as the facilitator is to monitor that no one ends up too far from the center as a way to demonstrate our shared experiences and positions, rather than our differences.

This activity can be used in multiple locations throughout the curriculum. We suggest:

Module	Learning Objective or Purpose	Learning Cycle Action
1	Practice ways to build and strengthen key relationships.	Motivation, Introduction or Practice
5	Practice effective communication skills to reach agreement.	Motivation

Activity Time:

30 minutes

Materials:

This activity can be done with a rope, string, or ball of yarn. The string should be long enough to go around the circle of people.

Virtual Adaptation:

- To do this activity virtually ask all participants to turn their camera on and use gallery view so they can see other participants.
- Instead of stepping in or out of a circle, participants can simply raise their hands for a yes answer.

Activity Preparation:

Cultivating empathy and trust is a key action in a land transfer process. While it is a learnable skill, it can be helpful to think about it in different ways. This activity is more abstract than a worksheet or a discussion, rather it is designed to visualize other’s experiences as a way to build understanding.

To facilitate this kind of activity, you will want to be adaptable in the moment. You may want to practice it with colleagues or friends first to get comfortable with the flow of the activity. As with many pieces of a farm or ranch transfer, different emotions may arise from this activity. Try to prepare yourself by adapting your list of questions (see directions on the next page for examples) to suit your audience. Have a variety of questions that range from fun to serious. Maintain a positive discussion and have back up resources for anyone who may need more emotional support.

Adapt for Different Mobilities. This activity is designed to stand in a circle and step in or out. For mobility adaptations you can use the virtual adaptation of raising hands. Or adjust your language to include people who use a wheelchair or other support.

Activity Directions:

1. Post an object in the center of a circle. Explain the center represents land that participants have a relationship with.
2. Participants will make a large circle around the center. Participants take about 15 steps away from the center. Participants should start about the same distance from the center.
 - α. If you are using rope or a string as a visual connector— pass it around having each person hold a section. Have a long enough string that there will be some slack in the beginning.
3. Read prompts out loud twice with clear indication that the second time is a repeat (for example: “1 step forward - if you grew up on a farm.” And again “1 step forward - If you grew up on a farm.”) Make sure they are loud and clear.
4. They will answer questions by stepping forward or stepping backward.
5. Allow people time to step in or out.
 - α. If you are using connective string – allow people to adjust their grip. The group will have to work to shift the string.
6. Continue until you have read all the prompts.
7. Ask additional questions if people are outside the circle or far away from each other. The goal is for them to end up relatively close to each other.
8. After the activity, facilitate a group discussion.

Here is a list of suggested prompts. You will want to adapt them based on your audience.

- 1 step forward if you grew up on a farm or ranch.
- 2 steps forward if you have at least a 3-year lease on land you do not own.
- 1 step forward if you are interested in owning land.
- 2 steps forward if you have access to capital.
- 2 steps back if you don't have access to capital right now.
- 1 step forward if you are an experienced farmer or rancher.
- 1 step forward if you are a landowner who intends to transfer land to incoming farmer/rancher.
- 1 step forward if you are landowner with a short term land lease to a farmer or rancher.
- 1 step back if you have a short-term lease (less than 3 years) on land you do not own.
- 2 steps back if you have ever had to move your farm/ ranch operation because of an insecure land agreement.
- 1 step forward if you have a strong community network that supports your farm/ranch vision. (Such as a relationship to markets or food hubs and service providers).
- 1 step forward if you are or were an heir to land with no legal complications (Such as: in probate, challenging family dynamics, heirs' property, allotted land, etc.)
- 1 step back if you are or were an heir to land with legal complications (Such as: in probate, challenging family dynamics, heirs' property, allotted land, etc.)
- 3 steps forward if you own land.
- 1 step back if you own land but do not have a land transfer plan.
- 3 steps forward if you are a facilitator of land transfer.
- 2 steps forward if you come from come from 5 or more generations of farming/ranching lineage.
- 2 steps back if you have experienced discrimination in agriculture.
- 2 steps forward if you are farming/ranching and have a viable agriculture business.
- 2 step back if you are farming/ ranching but your business is struggling.
- 2 steps back if a decision made by a landowner has negatively affected your farm/ranch business.
- 1 step back if you own land that you are farming/ranching but have no succession plan and want to retire.
- 2 steps forward if you have set clear personal goals, business goals, or a strategic plan for transfer.

Suggestions for Group Debrief:

- If you are closer to the center, how does it feel to see someone further away?
- For those of you in the center - do you want to be there? Do you want the responsibility or are you ready to be further away?
- If you are further away, how does it make you feel to see people closer?
- As a result of this activity, how do you understand your relationship and your responsibility to the other people and where they are in the circle?
- How do you understand your relationship and responsibility to the land?
- Are there opportunities to network with people in the room to bring more people closer to the center?

Suggestions for participant self-reflection question:

- If you did this activity with the people in your transfer - how might you land in the circle?
- What kind of support do you need to help bring balance to your relationship?

English Language Learners (ELL)

For information on how to adapt activities and your workshop to an ELL audience, please refer to page 24 for more information.

Role Playing Activity Guide

Activity Summary:

Role playing activities can be used in multiple places throughout the curriculum. This type of activity can help attendees practice saying things out loud. Participants can use role playing to practice presenting their plans, vision, values and goals. These activities can also help practice negotiation and addressing difficult life situations. They can also be used as a motivation activity as way for people to get to know others in the workshop.

This activity can be used in multiple locations throughout the curriculum. We suggest:

Module	Learning Objective or Purpose	Learning Cycle Action
1	Assess needs and assets of the parties involved.	Practice
1	Practice ways to build and strengthen key relationships.	Practice
4	Adapt your story to different audiences.	Practice
5	Practice communication skills to reach agreement.	Practice
5	Manage stress in negotiations.	Practice

Activity Time:

20-30 minutes

Materials:

- Group note taking tools
- Relevant worksheets

Activity Preparation:

- Review teaching plan to align activity and module goals.
- Review relevant worksheets. Worksheets can be used to outline conversations.
- Prepare space for small group work.

Consider who your audience is and how you set them up to participate.

- Do people in the room know each other? Will that impact how you set up partners?
- Consider how you will group people or allow them to choose for themselves?
- Describe the activity before you group and make space for them to flag partnerships that would be the most meaningful for them. How will you describe "role playing" to suit your audience?

Activity Directions:

- * For the role play activities you can use worksheets to help outline the conversations speakers want to practice.
1. Describe the options and the goals of the activity based on the Module you are presenting. If you are giving options for scenarios to act out, participants can choose after you describe the role play activities.
 2. Break participants into partners based on the type of conversation they want to practice. If you are giving options, keep like with like. Negotiation with negotiation, etc.
 3. With a partner, describe who the listener is representing in this conversation. (Who does the speaker need to talk to?) The listener takes a more active role in how they respond. From the description, the listener tries to respond in a way they think the conversation would happen in real life. Allow conversations to happen with the listener responding to the conversation for up to 5 or 10 minutes (depending on your audience).
 4. Switch roles and repeat.
 5. Leave time for repeating again and/or group discussion and feedback.

English Language Learners (ELL)

Role playing activities can be particularly helpful for English Language Learners. Where writing is a challenge, worksheets or other written activities can be adapted to a role play activity. Role playing can support participants to practice speaking English if that is helpful to them. Additionally, it can be an opportunity to express themselves in their native languages.

For additional information on how to adapt activities and your workshop to an ELL audience, please refer to page 24 for more information.

Encourage Conversation with Case Studies

Activity Guide

Activity Summary:

There are a wide range of case studies available to augment your curriculum. Each covers various types of farms, ownership arrangements, and narratives. They can be used to facilitate discussion, provide examples, and provide authentic connection to the curriculum. You can find summaries of them on the following pages.

Activity Time:

20-45 minutes, depending on length of case study and following discussions.

This activity could also be assigned as homework if participants have access to internet.

Materials:

- Internet or downloaded version of case studies
- Computer and/ or speakers
- Consider a large screen or wall with projector.

Activity Preparation:

- Preview the case studies and determine which themes and people work best with your workshop.
- Links and downloads are provided in the summaries below. You can also use the Case Study PowerPoint for a guide.
- Plan for how you will present the case study if sharing in class.
- **Develop discussions prompts that support your learning goals related to the case study.**

Activity Directions:

1. Before playing the case study for your audience, pose a few potential questions or themes to look for in the recording.
2. Play the recording, or the part most relevant to your workshop. Case studies are divided into themed questions.
3. Facilitate a discussion on the content or ask critical questions that address learning objectives.

English Language Learners (ELL)

- If possible, invite a speaker who speaks your participants language, who can answer learning objective questions. Record your conversation or invite them to participate in the workshop. Consider compensating them for their skill.

For additional information on how to adapt activities and your workshop to an ELL audience, please refer to page 24 for more information.

Case Study Summaries

This collection of case studies was created for the Land Transfer Training Curriculum. You can use these to expand on the content during your programs. To select the case studies that best match your content and audience please review the profiles below. You can choose between a case study that encompasses a specific topic or a case study which provides a full review of the farmer and how they address the topics.

While specific case studies may be recommended throughout the Teaching Plans, you may find that others better suit your audience or the topics you are trying to emphasize.

Henry Webb and Old Road Farm

[You Tube Link](#)

Name: Henry Webb

Location: Granville, VT

Farm name: Old Road Farm

Perspective: Mid-career producer. Owns and leases land.

Type of business: Vegetable

Themes: Land Access, Growing Practices



Summary: This interview with beginning farmer Henry Webb touches upon various farming topics including how previous experience plays a role in starting a new farm, challenges to land access, land conservation, and ecologically sound growing practices.



Muse 3 Farm

YouTube Links:

[Full Interview](#)

- [Part 1: Intro](#)
- [Part 2: How were you able to buy this land?](#)
- [Part 3: What do you value most about being here?](#)
- [Part 4: What types of conversations did you have when you were looking for land?](#)
- [Part 5: As a family, how did you all talk about your finances?](#)

Name: Allan, Burnell, and Chris Muse

Location: Greensburg, LA

Farm name: Muse 3 Farm

Perspective:

Type of business: Mixed livestock - mainly beef, agroforestry

Themes:

- Family relationships
- Land access
- Generational dynamics

Summary:

This interview with Allan, Burnell, and Chris Muse from Muse 3 Farm. Their farm predominantly provides direct-to-consumer beef products. Their discussion shares the journey to their family farm, including topics in land access, having important conversations with family, and generational dynamics in family farming.

Resilient Growers Farm

YouTube Links:

- [Full Interview](#)
- [Part 1: Introduction](#)
- [Part 2: What do you value most?](#)
- [Part 3: How do you set your goals together?](#)
- [Part 4: Talk about your process to find land](#)
- [Part 5: Where did you live when you started your farm?](#)
- [Part 6: How did you share your vision in your community?](#)
- [Part 7: What kinds of relationships were important to help you reach your goals?](#)



Name: Rachel and Brent

Location: Tulsa, OK

Farm name: Resilient Growers Farm

Perspective: Beginning Farmers, owns land

Type of business: Vegetable with some livestock

Themes:

- Integrated systems
- Community support
- Setting goals
- Developing systems for efficiency
- Farmer housing

Summary:

This interview with Rachel and Brent from Resilient Growers Farm follows them through the journey to find both land and capital to start their farm. They cover topics including navigating loan applications, the challenging housing market, and community support.



Debbie Potter

YouTube Links:

- [Full interview](#)
- [Part 1: Intro](#)
- [Part 2: What do you value most about the land?](#)
- [Part 3: Where are you at in the process of transferring the farm?](#)
- [Part 4: Who is part of your support network?](#)
- [Part 5: What kind of conversations have you had with your daughter during the process?](#)
- [Part 6: How have you built trust?](#)

Name: Debbie Post Potter

Location: Pittsburg, Kansas

Farm name: Potter Farm

Perspective: Retiring Farmer, owns land, looking to transfer

Type of business: Beef, hay

Themes:

- Land inheritance
- Family cooperation
- Working with an attorney

Summary:

This interview with Debbie Post Potter discusses topics such as family or generational farming, her values within farming, and the challenges in transferring a farm. This interview focuses on the hurdles and timeline in working with an attorney to facilitate a transfer within the family, as well as the difficult conversations that family members need to have during a transfer situation.

Schrader Ranch

You Tube Links

- [Full Interview](#)
- [Part 1: Tell us about your operation?](#)
- [Part 2: What do you value most about being here on the land?](#)
- [Part 3: How did you build relationships with the landowners you have worked with?](#)
- [Part 4: Who has been an important member of your transfer team?](#)



Name: Laci and Spencer Schrader

Location: Wells, Kansas

Farm name: Schrader Ranch

Perspective: mid-career, renting land

Type of business: Cattle stock

Themes:

- Building and developing relationships
- Values in Farming
- Good communication
- Transparency

Summary:

This interview with Laci and Spencer Schrader emphasizes the need to build trust with a variety of partners, from landowners to financial institutions. They share tips and details on maintaining proper channels of communication and trust with community connections and partners.



Jeff Caskey

YouTube Links:

- [Full interview](#)
- [Part 1: Introduction](#)
- [Part 2: What do you value most about your work?](#)
- [Part 3: How did you find the land you operate now?](#)
- [Part 4: How did you think about setting goals?](#)
- [Part 5: Who has been a part of your team and how have you maintained those relationships?](#)
- [Part 6: How did you build trust from the landowners you lease from?](#)

Name: Jeff Caskey

Location: Tishomingo, OK

Farm name: Caskey Ranch

Perspective: Mid-career, owns and leases land

Type of business: Beef, Hay

Themes:

- Relationships with landowners
- Negotiation
- Government programs

Summary:

This interview with Jeff Caskey focuses on the aspects of negotiation, land management, and setting goals that are involved in managing relationships and communication while leasing land. Jeff manages multiple properties, and ultimately would like to open opportunities for additional farmers looking to lease land.

Nelson Hawkins and We Grow Urban Farm

YouTube Links:

- [Full interview](#)
- [Part 1: Introduction to We Grow Urban Farm](#)
- [Part 2: How did you set up your business?](#)

Name: Nelson Hawkins

Location: Sacramento, CA

Farm name: We Grow Urban Farm

Perspective: Beginning Farmer, leases land

Type of business: Small-scale, Urban, Fruit and Vegetables

Themes:

- Community Engagement
- Sustainability: Economic and Environmental
- Business Planning
- Financial Planning and Assistance

Summary:

This interview with Nelson Hawkins discusses the challenges and logistics of operating a small-scale urban farm integrated into the community. Topics include vision and values, community support, business structure, and building trust within the community.



Sarah Morton and Cattle Run Farm

YouTube Links:

- [Full interview](#)
- [Part 1: Introduction, Tell me a little about the history of the farm, and how you got there?](#)
- [Part 2: What was the business or legal structure of your farm?](#)
- [Part 3: How does your family communicate to reach consensus?](#)
- [Part 4: How did you prepare for the farm transition?](#)
- [Part 5: What resources of networks have been helpful?](#)
- [Part 6: How did you reach the needs of all parties involved?](#)
- [Part 7: What would you share with someone in a similar situation?](#)

Name: Sarah Morton

Location: Ruckersville, Virginia

Farm name: Cattle Run Farm

Perspective: mid-career

Type of business: Diversified - beef, vegetables, poultry, berries, agritourism/ education

Themes:

- Difficult conversations
- Planning ahead for transfer
- Financial planning with family

Summary:

This interview with Sarah Morton of Cattle Run Farm details her experiences working alongside her siblings to transfer the family farm from their father, cooperating to develop a viable farm business. Sarah details how they planned ahead from a business planning a financial perspective to ensure a smooth transition.

Three Calhoun Sisters Ranch

YouTube Links:

- [Full interview](#)
- [Part 1: Introduction](#)
- [Part 2: Can you speak to the history of your properties?](#)
- [Part 3: Can you tell me about what your land management and business look like?](#)
- [Part 4: What do you value most about the lifestyle?](#)
- [Part 5: Can you tell us about where you are at in your succession planning?](#)
- [Part 6: How did you develop goals and then communicate about them?](#)
- [Part 7: What needs are you considering for the future?](#)
- [Part 8: Can you speak to any business/legal tools you have used during your transfer?](#)
- [Part 9: How did you approach talking about money as a family?](#)
- [Part 10: What strategies did you use for good communication?](#)
- [Part 11: Do you have any tips on preparing for difficult conversations?](#)
- [Part 12: Any advice for those in similar situations?](#)



Name: Susie Calhoun and Nancy Calhoun Mueller

Location: Livermore, CA

Farm name: Three Calhoun Sisters Ranch

Perspective: late career, transferring between generations

Type of business: Cattle ranch

Themes:

- Farm mediation
- Communication skills within a transfer
- Conservation planning

Summary:

This dual interview with sisters Susie and Nancy Calhoun examines the similarities and differences in facilitating farm transfer and conservation between two different properties. They touch on facilitating proper communication and mediation with family, staying organized through the process, and doing research ahead of time to be prepared.

Larry Freeman

YouTube Links:

- [Full Interview](#)
- [Part 1: Introduction](#)
- [Part 2: Is your farm in Heirs property status? What challenges does that bring?](#)
- [Part 3: How do you manage relationships with your family who own parts of the land?](#)
- [Part 4: Where are you at in the process of transferring your farm?](#)
- [Part 5: What do you value most about your land?](#)
- [Part 6: What is your long-term vision for the land?](#)

Name: Larry Freeman

Location: Amite, LA

Farm name:

Perspective: Experienced Farmer on Heirs Property

Type of business: Cattle

Themes:

- Family Legacy
- Heirs Property
- Family Relationships
- Long-term vision

Summary: Larry Freeman operates a beef operation handed down from his family. The property is in Heirs property status, which presents additional legal challenges for the property. He discusses maintaining good relationships with family members to ensure a smooth operation and strategizing for transferring the farm.

