



# SMALL LIVESTOCK: AN INTRODUCTORY OVERVIEW TO RAISING CHICKENS & GOATS

INTERNATIONAL RESCUE COMMITTEE

## WHAT IS THIS USER'S GUIDE?

This is a guide for training on the basics of raising farm livestock (specifically chickens and goats). Each lesson can be used independently if desired by the program. It was written for a community farm program in Central Virginia, however most of the concepts are transferable across geography. Local livestock laws and regulations and supply sourcing stores will need to be researched to be relevant for other locations.

While the New Roots Program in Charlottesville is primarily focused on vegetable growing, there are many participant farmers who raised a variety of livestock in their home countries and who are interested in having the opportunity to raise chickens or goats here. Raising chickens and goats can be a good complementary activity to vegetable production for programs with the space to incorporate it. There are very few materials available on this topic for New Americans or limited-English speakers. This training guide will support New American growers, providing them the foundation for beginning to raise chickens or goats.

**ISED SOLUTIONS**  
INSTITUTE FOR SOCIAL AND ECONOMIC DEVELOPMENT



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# Who made this guide?



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**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:** Adult Limited-English speaking farmers and growers
  - **Language / Literacy:** Intermediate or advanced speaking skills, unless interpretation is provided. Appropriate for low literacy levels
  - **Farming Experience:** This training is appropriate for any level farmer who has had experience raising livestock in the past. As livestock are a more involved project than vegetable growing, it may be useful to reserve the actual starting of a livestock activity for those who have an established relationship with the organization, i.e. 2nd year growers.
  - **Prerequisites: Skills, experience, and knowledge:** Previous experience with raising livestock is recommended.
  - **Region/Climate:** Applicable across geographic regions
  - **Program Structure:** This project is structured for farm market and restaurant sales. Eggs may potentially be sold at a market stand. Goat products (milk and meat) are intended only for home use by the growers.
  - **Season:** This module might be most appropriate in the winter, so that those who are interested in pursuing and livestock raising activities are able to begin at the start of the growing season. If done during the growing season in the field, however, there is more opportunity to look at various things in person rather than photographs, for example fencing options, feed options, and grazing areas.

- RESOURCES NEEDED:**
- **Time:** 3 hours
  - **Staff/Interpreters:** 1 staff plus interpreters as needed for non-English speakers
  - **Location:** Classroom or field

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

- Whiteboard & markers
- Surveyor Flags or other marking device
- Measuring tape
- Livestock Vocabulary Flashcards
- 'Risks to Livestock' Flashcards
- 'Risks from Livestock' Flashcards
- 'Healthy Livestock Practices' Flashcards
- 'Livestock Health & Treatment Record Keeping' Worksheet
- 'Good and Bad Containment' Flashcards
- 'Where to Buy Supplies for Livestock' Handout
- 'Types of Fencing' Flashcards
- 'Charlottesville/Albemarle Livestock Regulations' or your local regulations Handout

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## **5 OBJECTIVES AND SKILLS**

- Vocabulary
- Objectives
- Proof of Learning

## **6 LESSON 1 / INTRODUCTION** **20 MINUTES**

- Using an icebreaker, participants learn/review basic vocabulary related to chickens and goats, and are introduced to the concept of risk in relation to livestock production.

## **9 LESSON 2 / WHAT ARE THE RISKS OF HAVING LIVESTOCK?** **30 MINUTES**

- Participants discuss a) activities and resources needed to raise livestock, b) risks to herd/flock production, and c) risks to farm and safety from livestock.

## **12 LESSON 3: HERD AND FLOCK SAFETY** **45 MINUTES**

- Participants learn about important aspects of keeping livestock healthy (Nutrition, Shelter, Space, and Veterinary Care), and where and how to buy supplies for livestock health.

## **16 LESSON 4: CONTAINMENT** **30 MINUTES**

- Participants learn why containment is important, how much area they need per animal, and about different types of fencing and containment materials.

## **19 LESSON 5: SELLING PRODUCE FROM LIVESTOCK** **30 MINUTES**

- Participants learn that there are certain risks from selling produce from livestock and steps they can take to mitigate those risks.

## **22 LESSON 6: LOCAL REGULATION FOR LIVESTOCK** **30 MINUTES**

- Participants learn about local ordinances and zoning regulations which affect their livestock operations.

# Objectives and Skills

**VOCABULARY:** Lesson 1 Livestock. Herd, Flock, Chicken, Hen, Rooster, Goat, Doe, Buck, Wether, Chick, Doeling, Buckling, Risk  
Lesson 2: Livestock, Herd, Flock, Predator, Risk  
Lesson 3: Veterinarian, Vaccine/Vaccination, Pen  
Lesson 4: Contain, Pen, Rotational Grazing  
Lesson 5: Regulation, Ordinance, Flock, Herd, Buck, Doe, Wether, Goat, Doeling, Buckling, Rooster, Hen, Chicken, Chick



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

- Assess the time, financial, and knowledge requirements of raising livestock.
- Decide about whether they have the time, resources, and desire to begin raising livestock.
- Understand the risks of livestock and risks to livestock.
- Be able to keep their animals healthy.
- Be able to construct, buy, and install appropriate shelter and fencing.
- Understand and comply with local ordinances and zoning regulations that restrict the kinds and numbers of livestock they can raise.

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

- They keep their livestock healthy and safe.
- They keep good records on animal health.
- They comply with local regulations governing livestock.



# Introduction

1

**TIME:** 20 Minutes

## **OVERVIEW:**

In this lesson, the class opens with an icebreaker in which participants learn and/or review vocabulary for different types of livestock. The purpose of the workshop -an introductory overview of livestock production- is introduced.

## **OBJECTIVES / LEARNING:**

By the end of this activity, participants will:

- Name different types of chickens and goats.
- Understand what 'risk' means, and classify specific risks as 'high' or 'low.'
- Understand the purpose of this module.

## **MATERIALS NEEDED:**

- Livestock Vocabulary Flashcards
- Whiteboard
- Markers

## **VOCABULARY**

- Livestock - animals that you raise on a farm for products
- Herd - multiple goats
- Flock - multiple chickens
- Hen - female chicken
- Rooster - male chicken
- Doe - female goat
- Buck - male goat
- Wether - neutered male goat
- Chick - baby chicken
- Doeling - baby girl goat
- Buckling - baby boy goat
- Risk

## LESSON STEPS



**1. Ice breaker/Vocabulary:** Hold up flashcards with photos representing different types of animals and ask people to shout out what each one is. As people say them, write them on the board. Continue through a few rounds, repeating, until people have learned them and are able to use the correct vocabulary.

## LESSON STEPS, CONTINUED

- Use questions to prompt responses:
  - What do you call animals that you raise on a farm?
  - What do you call a group of chickens?
  - What do you call a group of goats?
  - What do you call a baby chicken?
  - What do you call a male goat?
  - What do you call a female chicken?

*Note: Some of these words will be repeated in Lesson 5, providing an opportunity for review and reinforcement of this rather long list of new vocabulary words.*

**2. Definition of Risk:** “What does risk mean?” Talk about risk using phrases like ‘exposure to danger’ and/or the ‘possibility of something bad happening.’ Risk refers to something that or may not happen. Examples: Floods, tornados, and insects are all things that can happen, but have different risks.

- What is the risk that this farm will flood from the creek jumping the bank?
- What is the risk of flooding from rain?
- What is the risk of a tornado coming here and damaging everything?
- What is the risk that some insects may eat or damage some of the crops at the farm?
- What is the risk of a swarm of insects coming that eat all of the crops at the farm?

*Note: Trainers may want to substitute questions about risk events that potentially threaten farms in their locality for those listed above.*

## LESSON STEPS, CONTINUED

All of these things are risks.

Ask the farmers to identify which of these things is the highest risk (most likely to happen)? Which is the lowest risk?

### **3. Introduction to the workshop:**

“The purpose of the workshop today is to learn some basics of raising livestock, especially thinking about what is required to raise livestock, and managing risk. By the end of the workshop, you will have a better understanding of whether you have the resources, time, and desire to raise livestock in a healthy and productive way.”



# What are the risks of having livestock on farms?

2

**TIME:** 30 Minutes

## **OVERVIEW:**

In this lesson, participants and the instructor discuss what activities and resources are necessary for raising animals, and talk about potential risks to livestock, and potential risks to farms and safety from livestock.

## **MATERIALS NEEDED:**

- 'Risks to Livestock' Flashcards
- 'Risks from Livestock' Flashcards

## **OBJECTIVES / LEARNING:**

By the end of this activity, participants will:

- Make an initial assessment of whether or not they have the time, space, and other resources needed to raise livestock.
- Name four risks to successfully raising livestock.
- Name potential risks livestock might cause to a farm.
- Name potential risks livestock products could cause for consumers.

## **VOCABULARY:**

- Livestock
- Herd
- Flock
- Predator
- Risk

## LESSON STEPS



1. **Discussion:** There are certain considerations when deciding whether to have livestock or not. What do you think those are?

## LESSON STEPS, CONTINUED

- Who has had livestock before?
- What does it take to raise livestock?
- How do you know if you should raise livestock now?
- Do you have the extra time to invest?
- Do you have the space?
- Do you have the materials or resources to provide shelter, food, containment, and health for them? Or the money to buy them?

*Note: this could be a good opportunity to have a short dialogue about the intensive monetary needs of raising animals for production.*

### 2. Risks to Livestock



**Discussion:** “Which is easier to raise, vegetables or livestock? Why?: There may be more risks to livestock than to plants.” One example is time for care: Vegetables may require care a few times a week. Livestock require care every day.



**Discussion:** “What are some risks to livestock that you may have to deal with?” As the farmers respond to this question, write their answers on the board or tape up the corresponding ‘Risks to Livestock’ flashcard. For any remaining flashcards, hold each one up and ask, “What do you think is happening in this photo?” Write their answers on the board or tape corresponding flashcards to the board as the participants name/describe each one.

## LESSON STEPS, CONTINUED

Possible responses may include:

- Sickness
- Poor nutrition
- Disease from other animals
- Injury
- Escaping and getting hit
- Jumping onto something
- Fighting with each other
- Predators
- Being attacked or killed
- Theft
- Flooding

Have a flood management plan: Where will you put the animals if there is a risk of flooding?

### 3. Risks to Farm and Safety from Livestock



Use the 'Risks from Livestock' Flashcards (on the same sheet as "Risks to Livestock") to prompt the following discussion: "We just spoke about risks or dangers to livestock. Can livestock cause risk or damage? How, what kind?"

# LESSON STEPS, CONTINUED

Possible responses may include:

- Escaped livestock can damage to crops by eating them
- Food safety (considerations about containment)
- Manure contaminating crops can create risk of sickness for people
- Environmental damage
- Soil damage
- Vegetation loss
- Disease
- Escaped animals can cause car accidents

## **4. Risks to the public when consuming products**

(Depending on the cleanliness of the product collecting process).

## **Conclusions and Reflections**

- Ask farmers to review/summarize what they have learned in this lesson
- Who can name 3 risks to livestock?
- Who can name 3 risks from livestock?
- How will this information affect or change their farming practices in the future?

# LESSON STEPS, CONTINUED

## Summary

When managing livestock, you want to think about :

- Risk to livestock,
- Risk to the land they are on, both the farm and the surrounding neighborhood, and
- Risks to consumers.

In the next lessons we will talk about ways to mitigate some of these risks to and from livestock.

# Herd/Flock Health

3

**TIME:** 45 Minutes

## **OVERVIEW:**

In this lesson, participants learn important aspects of keeping their livestock healthy, including good nutrition, adequate shelter and space, and veterinary care. They are given a handout about where to buy livestock supplies and a worksheet to track their livestock health.

## **OBJECTIVES / LEARNING:**

By the end of this activity, participants will:

- Understand the important steps in keeping animals healthy and treating sick animals.
- Understand why it is important to keep records of animal health.
- Keep records to track animal health and treatments.

## **MATERIALS NEEDED:**

- Whiteboard or easel with paper
- Markers
- 'Healthy Livestock Practices' Flashcards
- 'Where to Get Livestock Supplies' Handout
- 'Livestock Health & Treatment Record Keeping' Worksheet

## **VOCABULARY:**

- Veterinarian--a doctor for animals
- Vaccine/vaccination--a medicine that can be used to prevent or treat a sickness, given with a syringe and needle; a shot
- Pen/Paddock--an enclosed area for animals. Usually pen is smaller and paddock could be a large field



# LESSON STEPS



## 1. Discussion:

“The first element of livestock management and risk that we will talk about is the risk of sickness and injury, and the importance of keeping your animals healthy.”

How do you keep animals healthy? How have you kept your animals healthy in the past?

Possible responses include:

Having a relationship with a veterinarian

Regular vaccinations and treatments

Good, nutritious food and diet

Pen/Shelter cleanliness

Care when introducing new animals

2. Hold up each of the ‘Healthy Livestock Practices’ Flashcards and ask, “What does this picture show about a way to keep animals healthy?”

*Alternative: if you want to introduce these flashcards during the previous discussion (#1), you can place them on the table or on the board as people mention them, and then fill in with the things not mentioned.*

# LESSON STEPS, CONTINUED



## 3. Discussion:

Why is it important to keep records of your animals' health?

To make sure you are on time with vaccinations.

To make sure that sick animals cannot make other animals sick.

To share information with the farm manager or other staff who may be managing multiple herds with different owners on one property.

Generally, you don't record anything if all your animals are healthy. You only record if someone is not healthy or if you are administering some treatment or routine maintenance care (example: trimming hooves or giving an annual preventative vaccine).



## 4. Worksheet Practice: Keeping records of your animals' health

"A good way to keep records is to fill out a health recordkeeping worksheet. We will practice filling one out and then you will receive a blank copy to take home."

Put up a large format copy of the 'Livestock Health & Treatment Record Keeping' Worksheet (use the whiteboard or easel paper).

Read scenarios of health issues or maintenance events one by one (below) and have volunteers write up how they would record that info on the sample Record Keeping sheet.

Pass out a copy of the 'Livestock Health & Treatment Record Keeping' Worksheet to each participant to take home.

# LESSON STEPS, CONTINUED

Remind participants that if they keep animals with New Roots, it is a rule that they keep updated records and share those records with New Roots staff regularly.

## Recordkeeping Scenarios

January 10 - One of your goats is not eating and looks a little sick but you are not sure what it is. You call the vet and talk on the phone.

February 19 - When you are feeding the animals, you notice that one of your chickens seems to have a disease. (What should you do?)

March 20 - You give all of your goats their annual vaccine of CDT.

April 10 - You trim the hooves on one of your goats

April 12 - You trim the hooves on all your other goats

May 5 - You buy 2 new chickens from another farm. What should you do?

# Containment

4

**TIME:** 30 minutes

**OVERVIEW:**

In this lesson, participants will learn about why it is important to contain animals, good and bad ways to contain animals, and become familiar with types of fencing and where to get fencing supplies.

**OBJECTIVES / LEARNING:**

By the end of this activity, participants will:

- Understand why containment is important.
- Understand how to properly contain different animals for the health

of the animals and the health of the land.

- Know where to buy fencing supplies.

**MATERIALS NEEDED:**

- ‘Good and Bad Containment’ Flashcards
- ‘Where to Buy Supplies for Livestock’ Handout
- Surveyor Flags or other marking device
- Measuring Tape
- ‘Types of Fencing’ Flashcards

## LESSON STEPS



1. **Discussion:** Management and containment of animals

“How did you manage your animals’ movement before?”

- Some people contain livestock in pens.
- Some people let livestock roam free.

# LESSON STEPS, CONTINUED

- Some people may walk with their animals to guide them in a certain path and then back to the house.
- If your goats/sheep are tame (which they will be if you get them when they are babies and bottle raise them or spend a lot of time with them), they are much easier to manage as they will often follow their humans and come when they are called.

Why might containment be necessary for animals here in the U.S.?

- Protection of the animals
- Protection of vegetables and other plants
- It's the law: If animals are loose, you may have to go to court and pay a fine.



## 2. Discussion

What is necessary for good fencing for each of these animals?

Put two columns on the board, one for chickens, and one for goats (with photos of each animal above the column). Ask participants to suggest things to consider when creating fencing for each of these animals. Write down their suggestions on the board. Some examples are given on the next page.

## LESSON STEPS, CONTINUED

Chickens	Goats
<ul style="list-style-type: none"> <li>• Tall enough that chickens can't fly over</li> <li>• Protection from predators</li> <li>• Small enough gaps in mesh so that chickens can't go through</li> </ul>	<ul style="list-style-type: none"> <li>• Tall enough so that goats can't jump over. Some goats can jump very high.</li> <li>• Strong enough so that goats can't rub it over or push through it</li> <li>• No openings they can squeeze through (They can get through a lot!)</li> </ul>
<p style="text-align: center;"><b>Both Chickens and Goats</b></p> <ul style="list-style-type: none"> <li>• Enough space for livestock to move around</li> </ul>	



**3. Flashcards:** Set out the 'Good and Bad Containment' flash cards in an unsorted pile. Have participants sort the pictures into separate 'bad containment' or 'good containment' piles. Then ask the group to explain why each example is 'good' or 'bad.'

- Pen that is overgrazed, muddy (bad)
- Pen that is too small (bad)
- Pasturing animals with a shepherd
- Fence that is high
- Fence that is too low (bad)



# LESSON STEPS, CONTINUED

- An animal eating a vegetable garden (bad)
- Rotational grazing that shows a recently grazed pasture next to a new one with animals on it
- A mixed animal pen
- Chickens in a fencing with openings/holes that are too large to keep them in or prevent predators from getting in (bad)

## 4. Minimum Square Footage Exercise (Advanced activity)

Animals need enough space to move around. The minimum suggested area for chickens is 10 ft<sup>2</sup> outdoors and 2 ft<sup>2</sup> indoors per chicken. The minimum suggested for goats is 200 ft<sup>2</sup> outdoors, and 10 ft<sup>2</sup> indoors per goat.

- Divide the group in half and give one group a number of chickens they need to create a pen for and the other a number of goats they need to measure a pen for.
- Give them surveyor flags and measuring tape to have them mark off their area.
- Have the two groups compare how much area goats and chickens require. Is this similar to the amount of space they provided for these animals in their home country?

## 5. Rotational grazing (for land and herd health)

- Rotational grazing is a system where you move your animals into different areas from time to time.

## LESSON STEPS, CONTINUED

The benefits of this are:

- Keeping animals healthy because they have more food options,
- Cleaner pasture - less parasites, and
- Keeping the land healthy because you don't have animals grazing on one place for a long time.

The drawback to this system are that it takes a lot of labor and fencing supplies that are moveable.

- How often do you think farmers rotate their animals? Some farms rotate on a daily basis. Some farms rotate weekly. Some might rotate on a monthly or longer basis.



**Discussion:** How might you tell when it is time to move your animals?

- If the grass and food is eaten or too trampled/dirty.
- If animals are escaping frequently (they might be looking for more food sources because they have eaten everything in their area).
- If there is manure build up.

# LESSON STEPS, CONTINUED

## 6. Rotational Grazing Simulation

Using the field or classroom, have farmers walk through a potential rotational grazing situation, as if they are the herd/flock, as the trainer reads the following narrative:

*It is June and the animals are in a paddock/field (signal to an area on the land or classroom). In July, the farmer sees that the animals have eaten most of the available vegetation, so the farmer moves the fencing and moves the animals into this next space (indicating a new space). In the end of July, the animals have eaten all the vegetation so the farmer moves them to the next space. In August, because the vegetation is growing a lot, there is still a lot of vegetation, so the farmer does not need to move them yet. Finally, the farmer moves them to a fourth spot at the beginning of September. The farmer will not move the animals back to the first spot until 6 months have passed. Even better would be a year. (this is to break parasite cycles)*

## 7. Different Types of Fencing and Shelter

Show actual physical examples of fencing, posts, and tools (If physical examples are not available, use the 'Types of Fencing' Flashcards). Talk about options for fencing and shelter for permanent and moveable containment systems.

- Permanent (post, wooden or T-post, and wire mesh)
- Movable (Electric net, electric wire, chicken tractor, cattle panels and T-posts)

## LESSON STEPS, CONTINUED

Discuss where participants can purchase supplies for fencing locally and online. Give them a copy of the Handout 'Where to Buy Supplies for Livestock' to take home.

*Note: The worksheet included with this training guide lists sources specific to Charlottesville, VA. Each trainer will want to adapt this to list local suppliers. Notice that on the handout provided, directions for getting to each local store listed are given for both public transportation or on-foot.*

### **8. Conclusions, Follow up, and Reflection**

- Ask farmers to review/ summarize what they have learned in this lesson.
- Who can explain why fencing is very important for livestock?
- Who can explain different fencing types?
- Who can explain how rotational grazing works?
- How will this information affect or change their farming practices in the future?

# Selling Produce From Livestock

5

**TIME:** 30 minutes

## **OVERVIEW:**

Participants learn that there are certain risks from selling produce from livestock and the steps they can take to mitigate those risks.

## **OBJECTIVES / LEARNING:**

By the end of this activity, participants will:

- Understand that selling produce from livestock involves risk.
- Know how to provide their customers with clean, healthy products.

## LESSON STEPS

### 1. Risks of selling animal products



**Discussion:** Who would like to sell some of the produce from their livestock? What would you like to sell? What is possible to sell?

Potential answers:

- Eggs
- Chicken (whole or processed)
- Chicks
- Milk
- Goat meat
- Baby goats

## LESSON STEPS, CONTINUED

There are certain risks from selling produce from Livestock. What might some of the risks be?

Potential answers:

- Spoiled produce (milk or eggs that are not fresh)
- Disease and sickness
- Microbes that can be present in sick animals
- Microbes that enter the food during processing, even with healthy animals.

### **2. Mitigating risks of selling animal products**

How should you mitigate these risks?

Potential answers:

- Keep the animals healthy.
  - Never harvest anything, ever, from a sick animal.
  - Separate sick animals from the rest of the herd or flock.
- Keep the animals' living environment clean.
  - Do not leave areas that are wet or have a buildup of manure or mud.



## LESSON STEPS, CONTINUED

- Maintain cleanliness of the entire harvest process.
  - Wash hands with soap.
  - Wash with soap all collection materials (buckets, pails, baskets).
- Refrigerate directly after harvesting.
- Sell products shortly after collecting and processing them.
- Do not sell after 1 week of collecting.

**If you are selling produce from livestock, you must maintain the highest standard of cleanliness and processing.**

**If you are keeping livestock on New Roots Farm, you must attend a training and have a marketing plan in place before selling produce from your livestock.**

# Local Regulation For Livestock

6

**TIME:** 30 minutes

**OVERVIEW:**

Participants review vocabulary words related to livestock regulation and learn about the existence and nature of local regulations for livestock farmers. Regulations specific to Charlottesville, VA are included here.

*Trainer's Note: Trainers should research and substitute their local regulations into this lesson.*

**OBJECTIVES / LEARNING:**

By the end of this activity, participants will:

- Know that local regulations govern where and how many chickens and /or goats may be kept.
- Know that local regulations sometimes affect how farmers house, contain, and treat their animals.
- Understand the local requirements and rules for livestock where they live or farm.

**MATERIALS NEEDED:**

- Livestock Vocabulary Flashcards
- Handout 'Charlottesville/Albemarle Livestock Regulations' or local regulations

**VOCABULARY:**

- Regulation
- Ordinance
- Flock
- Herd
- Buck
- Doe
- Wether
- Goat
- Doeling
- Buckling
- Rooster
- Hen
- Chicken
- Chick

# LESSON STEPS

## 1. Vocabulary Explanation/Review

Hold up flashcards with photos representing different types of animals and ask people to shout out what each one is. As people say them, write them on the board. Continue through a few rounds, until people have learned them and are able to use the correct vocabulary.

- Use questions to prompt responses:
  - What do you call animals that you raise on a farm?
  - What do you call a group of chickens?
  - What do you call a group of goats?
  - What do you call a baby chicken?
  - What do you call a male goat?
  - What do you call a female chicken?

## 2. Discussion: Does anyone know any rule or regulation about livestock in Charlottesville or Albemarle County?

*Trainer's Note: Each trainer should research and insert their local information on ordinances in this section.*

# LESSON STEPS, CONTINUED

- City of Charlottesville

1. Goat ordinance – 3-goat maximum, under 100 lbs. each. Males must be neutered (which is called a wether) and all goats must be dehorned.

2. Chickens – There is no limit on how many. Poultry must be contained. There is a sound ordinance for roosters.

- Albemarle County

1. Livestock are only allowed in designated Rural Areas Zoning (or Village Residential zoning areas), not residential areas.

2. It is unlawful for the owner or manager of any horse, mule, swine, sheep, goat, or cattle of any description to permit the animal to run at large beyond the boundaries of their own land. The boundary lines of each lot or tract of land in the County are hereby declared to be a lawful fence (§ 4-304: (§ 4-103: Code 1967, § 4-1; Code 1988, § 4-1; Ord. 98-A(1), 8-5-98, § 4-102; Ord. 09-4(1), 7-8- 09); § 4-304, Ord. 10-3-18, 10-3-18).

Discuss repercussions for not following regulation.

- Potential of a fine

- Potential of causing problems with someone else (if your livestock escape and destroy something)

# LESSON STEPS, CONTINUED

## 3. Discussion: Identification Tags

It is advised that for sheep and goats you get identification tags. Many farms will tag their animals with an ear tag or a tattoo on the ear or flank using a unique number for that animal. ID numbers are provided for each registered farm. If you do not have a registered farm number, you should at least provide a dog collar with an identification tag that has your phone number. If your animal ever escapes, someone who finds it can call you.

## 4. Conclusions, Follow up and Reflection

- Ask farmers to review/summarize what they have learned in this lesson.
- Who can share Charlottesville restrictions on livestock?
- Who can share Albemarle county restrictions on livestock?
- How will this information affect or change their farming practices in the future?



*Trainer's Note: It is recommended, if possible, to incorporate a field trip to a local farm that has livestock to complement the module.*