

Fact Sheet Assignment

Mrs. Lamothe
English 8

Definition: *A fact sheet is a presentation of data in a format which emphasizes key points concisely. The layout is simple and often standardized, e.g. using a table, bullet points and/or headings, and is usually on a single printed page. Fact sheets often contain product information, technical data, lists, statistics, answers to common questions (e.g. FAQs), educational material, or how-to, "do-it-yourself" advice. They are sometimes a summary of a longer document.*

Due Date:

Purpose for Writing: The purpose of this writing is to **explain** information about your topic, although sometimes fact sheets are **persuasive** too. For example, a fact sheet about the dangers of smoking doesn't only explain, it persuades you that it's dangerous. Because it is limited to a page, you may need to limit the topic itself. For instance, the topic such as football is too broad; you might need to limit it to something like "What it Takes to be a Good Football Player" or "Common Injuries in Football and How to Prevent Them" or "Conditioning to Prepare for Football."

Specification Checklist:

- **Fact sheet** must be limited to 1 side of a page
- **Works cited page** (you must consult at least one source)
- **Process letter** which reflects on the assignment
- Overall appearance should be typed and presented in a visually pleasing way (see samples).
- You can vary the font, but it needs to be one that can be read easily.
- Title that clearly states what the fact sheet is about.
- Your information should be limited in scope (size). Use your title as a guide. If you have too much information, narrow your focus and change your title.
- Accurate, factual information based on your own experience and research.
- 5-8 sections- could be in the form of questions and answers, but not just a list of facts; you must explain your facts.
- It should be clear what each section is about. If you don't use questions, then use some sort of subheading to label the sections.
- At least one image that complements your topic. This could be clipart, a photo, a chart--an imbedded quote would also meet this criterion.

Rubric for Fact Sheet Assignment

| CATEGORY | (4) Excellent | (3) Good | (2) Almost | (1) Not Yet |
|--|---|--|--|--|
| Attractiveness & Organization (Organization) | The fact sheet has been exceptionally attractive and well-organized. Information is organized well. | The fact sheet has been attractive and well-organized. Information is organized. | The fact sheet has been well-organized. Information is organized. | The fact sheet has been poorly organized and lacks information. Information is not organized well. |
| Content - Accuracy (Ideas) | The fact sheet has all of the required information (see checklist) and some additional information. | The fact sheet has all of the required information (see checklist). | The fact sheet has most of the required information (see checklist). | The fact sheet has little of the required information (see checklist). |
| Writing Mechanics (Conventions) | All sentences are complete. Capitalization and punctuation are correct. There are no spelling errors. | Mostly complete sentences. Capitalization and punctuation are correct. Very few spelling errors. | Some complete sentences. Some capitalization and punctuation errors. Some spelling errors. | Mostly not complete sentences. Capitalization and punctuation are not correct. Spelling errors are present. Understanding is poor. |
| Graphics/Pictures | The graphics go well with the text and there is a good mix of text and graphics. | The graphics go well with the text, but there are so many that they distract from the text. | The graphics go well with the text, but there are too few. | The graphics do not go with the accompanying text or appear to be randomly chosen. |
| Sources | Sources are present and properly formatted. | Sources are present but not properly formatted. | Sources are not present or not properly formatted. | No sources are present. |
| Process Letter | Process letter reflects thoughtfully on your work. | Process letter is present but not particularly thoughtful. | Process letter is way too brief. | Process letter missing or might as well be missing. |

Process Letter

Answer the following questions in a letter to me discussing the writing process you just went through.

Why did you select this particular topic? Do you feel you made a good choice?

What went well for you while writing this piece? Explain.

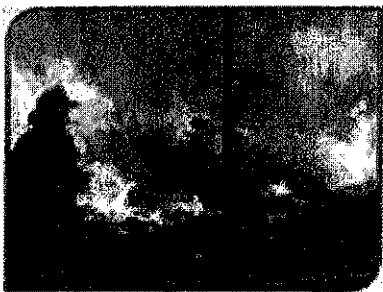
What problems did you encounter while writing this piece? What strategies did you use to overcome any problems?

Did you find student and home responses helpful? What in particular helped you?

Do you think you have strong/fair/weak examples of *Show Me* writing in this piece? Why would you label them as such?

What do you want me to notice most about this piece? Why?

*Note: You do not need to answer all of these questions - just use them to guide you. Letter should be ~ 3/4 page long, and look like letters!



OSHA FACT Sheet

Fire Safety in the Workplace

What should employers do to protect workers from fire hazards?

Employers should train workers about fire hazards in the workplace and about what to do in a fire emergency. If you want your workers to evacuate, you should train them on how to escape. If you expect your workers to use firefighting equipment, you should give them appropriate equipment and train them to use the equipment safely. (See Title 29 of the *Code of Federal Regulations* Part 1910 Subparts E and L; and Part 1926 Subparts C and F.)

What does OSHA require for emergency fire exits?

Every workplace must have enough exits suitably located to enable everyone to get out of the facility quickly. Considerations include the type of structure, the number of persons exposed, the fire protection available, the type of industry involved, and the height and type of construction of the building or structure. In addition, fire doors must not be blocked or locked when employees are inside. Delayed opening of fire doors, however, is permitted when an approved alarm system is integrated into the fire door design. Exit routes from buildings must be free of obstructions and properly marked with exit signs. See 29 *CFR* Part 1910.36 for details about all requirements.

Do employers have to provide portable fire extinguishers?

No. But if you do, you must establish an educational program to familiarize your workers with the *general principles* of fire extinguisher use. If you expect your workers to use portable fire extinguishers, you must provide *hands-on training* in using this equipment. For details, see 29 *CFR* Part 1910 Subpart L.

Must employers develop emergency action plans?

Not every employer is required to have an emergency action plan. OSHA standards that require such plans include the following:

- Process Safety Management of Highly Hazardous Chemicals, 1910.119

- Fixed Extinguishing Systems, General, 1910.160
- Fire Detection Systems, 1910.164
- Grain Handling, 1910.272
- Ethylene Oxide, 1910.1047
- Methylenedianiline, 1910.1050
- 1,3 Butadiene, 1910.1051

When required, employers must develop emergency action plans that:

- Describe the routes for workers to use and procedures to follow.
- Account for all evacuated employees.
- Remain available for employee review.
- Include procedures for evacuating disabled employees.
- Address evacuation of employees who stay behind to shut down critical plant equipment.
- Include preferred means of alerting employees to a fire emergency.
- Provide for an employee alarm system throughout the workplace.
- Require an alarm system that includes voice communication or sound signals such as bells, whistles, or horns.
- Make the evacuation signal known to employees.
- Ensure emergency training.
- Require employer review of the plan with new employees and with all employees whenever the plan is changed.

Must employers have a fire prevention plan?

OSHA standards that require fire prevention plans include the following:

- Ethylene Oxide, 1910.1047
- Methylenedianiline, 1910.1050
- 1,3 Butadiene, 1910.1051

Employers covered by these standards must implement plans to minimize the frequency of evacuations. All fire prevention plans must:

- Be available for employee review.

Simple Steps for a Healthy Ohana



Healthy kids and healthy families make everything possible. Eating and physical activity patterns start in early childhood. 5-2-1-0 is our way of promoting healthy lifestyles for children and families. We realize healthy living can be challenging so we encourage everyone to start small, think big and take one step at a time.

EAT HEALTHY

5 FRUITS, ROOTS & VEGETABLES

Fruits, roots and vegetables, including root vegetables such as taro (poi) and sweet potato, are packed with nutrients. To get the amount recommended, most of us need to increase the amount of fruits, roots and veggies we currently eat.

WATCH LESS

2 HOURS OF SCREEN TIME

Two hours or less of computer, video and TV screen time every day. Increased screen time has been linked to lower reading scores, behavioral problems and unhealthy weight.

PLAY MORE

1 HOUR OF PHYSICAL ACTIVITY

Activity that makes your heart pump faster and your body breathe harder make you strong, helps you feel good and think clearly. Kids in active families are more likely to be active adults.

CUT DOWN

0 SUGARY DRINKS

Sugary drinks such as soda, sweetened tea, sports drinks, fruit punch and other fruit-flavored drinks have little health benefit. Sweetened beverages add empty calories, about 150 calories and 9 teaspoons of sugar per 12 oz. can of soda.

HEALTHY TIPS

- A Be a role model - Include at least one fruit, root or vegetable at every meal and snack
- B When possible, avoid frying - try steaming, baking, stir-frying
- C Try-A-Bite rule - Offer new fruits, roots and veggies and encourage everyone in the family to try a few bites each time. It can take 7 to 10 tries to like a new food.

HEALTHY TIPS

- A Encourage your whole family to decrease screen time to 2 hours or less each day
- B Keep the TV and computers in a central location and out of your child's bedroom
- C Enjoy your family - turn off the TV when eating and talk about the day

HEALTHY TIPS

- A Take gradual steps to increase your physical activity level
- B Do short amounts of activity several times a day until they add up to 60 or more minutes each day.
- C Physical activity should be fun - swimming, surfing, paddling, walking, running, dancing, gardening and yes, even vacuuming!

HEALTHY TIPS

- A Encourage your family to love water. Serve it. Choose it. If it's there, people will drink it. And remember water has zero calories.
- B Be wary of commercials. Juice products labeled "-ade," "drink" or "punch" often contain mostly corn syrup sweetener and less than 5% real juice.
- C For kids 2 years and older, encourage fat free or low fat milk rather than whole milk

For more information please contact us at www.hawaii5210.com



Homelessness Fact Sheet

What is homelessness?

Anyone living without permanent shelter or housing is considered homeless. These people can be organized into the following groups:

Chronic Homeless: People living without housing or shelter for over a year. In our area this is about 81 people.

Situational Homeless: Homeless due to financial or domestic crisis, usually temporary. In our area, this is about 285 people.

At Risk of Homelessness: People who are one critical situation from ending up without housing. In our area this is about 906 people.

Pan Handlers: At risk people who may or may not be homeless, but generate income by asking for money on the street.

Why are People Homeless?

Homelessness is usually the result of a complex set of personal and structural circumstances that push people into poverty and force difficult choices between food, shelter, medical expenses, and other basic needs. Often it is housing (which absorbs a high proportion of income) that must be dropped. Homelessness can occur when all other resources are exhausted.

Many in this population suffer from severe addiction and/or mental illness. Often, they fall through the cracks in the welfare safety net.

Ways to work with street homeless

- Firstly, If you don't feel safe, call the police
- Be direct and polite in your interactions
- Call Goodwill Street Outreach 231-645-0562
- Direct the person to the many community resources
- Gtsafeharbor.org/resources

What you should not do:

- Never give the homeless money
- Do not transport the homeless or take them to your home
- Do not make promises or commitments without working with Street Outreach staff trained to help

Goodwill Street Outreach

Street Outreach actively locates and engages adults and families experiencing homelessness on the streets within the Grand Traverse area.

Street Outreach provides emergency assistance and /or referrals to community support services. Street Outreach workers and volunteers provide food, clothing, transportation assistance, and emotional aid so that the well-being of people experiencing homelessness is addressed.

Street Outreach works to identify and reduce barriers to care and to increase the use of all available services through partnerships with area programs working to end homelessness; such as Community Meals and Safe Harbor.

Goodwill's Street Outreach program provides food, clothing, shelter assistance, individualized support and access to services to people experiencing street homelessness in the Grand Traverse Area. goodwillnmi.org/HomelessAndHousing (231) 645-0562

Safe Harbor

A faith-based ministry offering love and service to the homeless of the Traverse City area through emergency shelter, meals, community, and encouragement to move forward in a positive direction in their lives. For more information on how you or your church can become involved with Safe Harbor, visit us at: GTSafeharbor.org.

What is being done today?

Each Week in the Grand Traverse Area, there are community meals everyday of the week, drop in centers (Jubilee House, and Central United Methodist Church Community Outreach), showers, laundry, food pantries and access to mental and health care. Additionally, Safe Harbor makes our rotating emergency shelter at area churches during the winter months. Additionally, Goodwill Inn provides about 100 beds each night.

Sample of the Community Resources:

- Women's Resource Center
- Pete's Place/Third Level Street Outreach (Teens only)
- Goodwill Inn
- Safe Harbor
- Good Will Street Outreach
- Jubilee House (Grace Episcopal Church)
- Father Fred Foundation
- Kingsley Resource Center
- Traverse Health Clinic
- Teen Health & Wellness Center (ages 10-21)
- Central United Methodist Church Outreach
- Community Meals (Everyday of the week)
- Visit www.gtsafeharbor.org/community-resources/ for complete list.

