

ESL CORE CYCLE 2
(Fact Sheet on Bedbugs)
Student Booklet



Name: _____

Group: _____

In this learning and evaluation situation, your task is to produce a fact sheets about bedbugs to inform readers.

What makes a good fact sheet in terms of content and form?

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.

A Fact Sheet About Fact Sheets

What is a fact sheet?

A fact sheet is an at-a-glance tool used to inform the public about a specific topic. It is a type of information-based text that presents unbiased information.

What do I include in a fact sheet?

As for most types of texts, the information to include depends on the topic, the purpose and the target audience. Writers have to know exactly why they are preparing a fact sheet and for whom. They have to make sure they provide readers with the information they need on the topic.

What is the structure of a fact sheet?

There are various ways to write a fact sheet. For example, some are written using a question-and-answer format while others use headings and paragraphs or bullet form. However, most fact sheets share the following components:

- They are short, often one or two pages
- They provide background information, if needed
- They are concise and to the point
- They present information in an objective manner
- They are not wordy and use plain language
- They are divided into sections with clear headings
- They provide readers with a means of obtaining more information
- They are reader-friendly (form and layout)

For more information about fact sheets, you can visit the following Web sites:

- www.agohq.org/events/pdf-mrk/part_1/HowtoWriteaFactSheet.pdf
- marketing.about.com/od/publicrelation1/a/prfactsheet.htm

For samples of fact sheets, you can visit the following Web sites:

- www.mnr.gov.on.ca/en/Business/FW/2ColumnSubPage/STEL02_168419.html
- www.nsc.org/news_resources/Resources/Pages/SafetyHealthFactSheets.aspx

Here are two examples to show you the lay out and the structure of a fact sheet. Take a good look at them. See how the information is **organized** and **presented**.

E.g.1

BASIC FACTS ABOUT NARWHALS

The "unicorn of the ocean," the narwhal (*Monodon Monoceros*) is one of the rarest whales in the world. Narwhals are very elusive and mysterious in nature, and very distinct in appearance due to the large horn-like tusk on their faces. The tusk is actually a tooth that grows from the upper jaw of male narwhals.

Diet

Narwhals consume squid, fish and shrimp.

Population

Narwhal population estimates indicate around 45,000-50,000 individuals.

Range

Narwhals are mostly found in the Atlantic and Russian waters of the Arctic. They have been known to travel around Greenland to eastern Russia.

Behavior

Narwhals generally move slowly, but are known to be remarkably quick when chased by predators. They prefer to stay near the surface of the ocean, but can dive up to 5,000 feet. Narwhals are migratory and move closer to the shore in the summer, while moving out to sea and living under packed ice in the winter months.

Most narwhals travel in pods of 10-100 individuals and sometimes in much larger groups. They communicate with various sounds like squeals, trills and clicks. The males often cross tusks in a behavior known as 'tusking'. This may be a form of dueling, friendly contact or cleaning the tooth.

Reproduction

Mating Season: March to May.

Gestation: Up to 16 months.

Litter Size: 1 calf.

Females give birth every 3 years or so and can nurse their calves for over a year. Calves tend to be brown with no spots.

Threats

Narwhals are mostly hunted by **polar bears** and **orcas**. Native Inuit people are also allowed to hunt this whale legally.

In addition, the narwhal's **habitat** is threatened by the effects of climate **change** and pollution. Their small population size, limited range, and rely on Arctic fish that are also being affected by climate-induced available food changes, make them extremely vulnerable. One recent study concluded that the narwhal might be even more sensitive to the impacts of climate change than the polar bear.

E.g.2

Injectable Seasonal Flu vaccine

This vaccine protects against the flu and its complications. It does not protect against cold and respiratory infections caused by other viruses.



DISEASE	COMPLICATIONS
<p data-bbox="181 779 805 825">Flu causes:</p> <ul data-bbox="181 863 805 1127" style="list-style-type: none">• Fever• Cough• Fatigue• Headache• Muscle pain• General feeling of illness	<p data-bbox="805 779 1433 825">Possible complications:</p> <ul data-bbox="805 863 1433 1127" style="list-style-type: none">• Ear infection• Sinusitis• Bronchitis• Pneumonia• Death

Vaccination is the best protection against the flu and its complications. The vaccine may be given starting at 6 months old. It is recommended for people at higher risk of complications and individuals who may pass the disease on to them. It is also recommended for those who want to reduce their risk of catching the flu. The vaccine must be administered each year, in the fall. Children under 9 years of age who have not previously been vaccinated against seasonal flu receive 2 doses of the vaccine, 1 month apart (whether or not they received 2009 pandemic influenza H1N1 vaccine).

Information on the injectable
Seasonal Flu Vaccine



The risk of complication from seasonal flu is higher for children under 2 years, people aged 60 and over, healthy pregnant women in their 2nd and 3rd trimester and anyone suffering from certain chronic illnesses or conditions like heart, lung or kidney disease, or diabetes, severe obesity, cancer or asthma, and individuals with a suppressed immune system.

The flu vaccine is safe. Most reactions are harmless and do not last long. Symptoms experienced after vaccination are not necessarily caused by the vaccine. It cannot give you the flu.

Possible reactions to the vaccine:	What to do:
<ul style="list-style-type: none"> • Pain (50% or more), with or without redness or swelling (10 – 49%) ecchymosis (blue/black staining of the skin) or itching (1 – 9 %) at the injection site 	<ul style="list-style-type: none"> • Apply a cold, damp compress to the injection site
<ul style="list-style-type: none"> • Muscle pain, headache or fatigue (10-49%) 	<ul style="list-style-type: none"> • Take acetaminophen or ibuprofen for a temperature of 38.5C or higher.
<ul style="list-style-type: none"> • Fever, chills, joint pain or malaise (1-9%), particularly in individuals vaccinated against the flu for the 1st time. 	<ul style="list-style-type: none"> • See a doctor if symptoms are severe
<ul style="list-style-type: none"> • Bloodshot eyes, sore throat, cough, difficulty breathing (1-9%) or facial swelling (1 to 9 per 1,000) This is called Oculo-Respiratory Syndrome (ORS) • Rash or hives, nausea or dizziness (1 to 9 per 1,000) • Convulsion, numbness, neuralgia and temporary reduction in blood cells that help clotting (1 to 9 in 10,000) 	
<p>There may be a very slight risk of developing Guillain-Barré Syndrome (GBS) after receiving the flu vaccine. This risk is estimated at 1 additional case per million people vaccinated, compared with the expected GBS rate per million among the adult population, i.e. 10 to 20 cases per million. The syndrome causes progressive and reversible paralysis, which can sometimes leave permanent effects. The cause of GBS is unknown. Most cases occur following an intestinal or respiratory infection, especially in young adults and seniors.</p>	

As with any drug or biological product, an allergic reaction may occur. If a severe allergic reaction occurs, it begins within minutes and the person administering the vaccine will be able to treat it. That is why you are advised to remain at the clinic for at least 15 minutes after the vaccine is administered.

Instructions

1. Make sure that you know how to write a fact sheet. Refer yourself to the information about a fact sheet on page 2 and the two examples as often as you need.
2. Read the information-based narrative entitled “A Night in the Life of a Bedbug.”
3. Using the information you will find in the information-based narrative, prepare a fact sheet on bedbugs. You must follow these requirements:
 - a. Purpose: Inform the general public about bedbugs
 - b. Target audience: General English-speaking public in the province of Québec
 - c. Number of words: Not specified. What matters is that the information is complete.

Image: flickr/Tywak/Creative Commons License



A Night in the Life of a Bedbug

A HEMIPTEROUS NARRATIVE BY BARTHOLOMEW LABIBITTE

My home? Right now, room 221 of the Royal Kingston Hotel—and nice digs too! Recently remodelled in soothing earth tones, the neutral walls and carpet work in perfect harmony with the crisp white bed linens, chartreuse throws and matching accent pillows. The modern design juxtaposes the clever combination of natural elements like the recycled bamboo headboards against the industrial feel of the wrought iron lamp stands. It is both beautiful and functional.

Functional, of course, because there are lots of places for me to crash. I like the cozy cracks between the bed mattress and the quilted top layer myself, but I have lots of family and friends that seem just as happy in the pillows, under the couch cushions and behind the headboards and wallpaper—wherever it's dark, protected and quiet. "Snug as a bug in a rug!" Was what my mother used to say to me and my brothers and sisters. I don't remember them all. There were just too many of us to ever be a close family. (Mum could lay anywhere from three to four hundred eggs a year!)

Visitors to room 221 can't tell that we're there, of course, since most of the time we're not out in the open, but rather tucked away safe and sound in the dark little nooks and crannies. We're not difficult to see; I mean we are the size of apple seeds, but thankfully, most travelers don't think to bring a flashlight to check the places where we do hide.

In fact, I was going to call this story *A Day in the Life of a Bedbug*, but quickly realized that since we bed bugs are nocturnal critters, writing about my day would be a little uneventful, making for a shorter than short, short story. Once the lights go out, however, is when my story begins . . .

I awaken to the familiar rustling of sheets and the creaking mattress, followed by the unmistakable click of the bedside lamp, and, as the room grows dark, the deep breathing and rhythmic singsong of the human snorer. This is when I jump into action.

Chow time!

I'm a leg bug by preference, but any part of the body will do—arms, hands, neck or face. But don't worry. My bites don't hurt. It's part of my thoughtful nature—I inject a type of anesthetic to numb the spot where I'm about to eat and then I add an anticoagulant to make the blood nice and easy to drink. I know it might sound kind of gross that I feed on blood, but it really is very tasty. Some people don't react at all to my bites, but others are less fortunate and can come up with itchy red bumps or welts. There's not much I can do about that though—hey, a bug's gotta eat, right?

And it's an organized affair. None of this every-bug-for-himself kind of thing. We bedbugs are a civilized bunch. Once we think that "dinner" is asleep, the platoon leader, Officer Bugstrom, assisted by the platoon sergeant, carefully crawls up and scope out the meal. When they're satisfied that it's safe, they give us the all clear. And away we go, forward march. We're very light on our feet, so it's rare that our host will wake up before we've had a chance to eat. It has happened in the past, though, with devastating consequences for the whole platoon, so mealtime is always a little stressful.

Like my fellow diners, I have a healthy appetite, which is generally due to our irregular meal patterns. With this in mind, I like to cram in a solid three meals in one sitting. The first bite is breakfast—and a tasty breakfast it is! The second bite, in close proximity to the first one, is lunch—still good, and the third is dinner—mmm, mmm, good! This is why most of our hosts end up with three bites in a row. Even human doctors refer to the bites as breakfast, lunch and dinner!

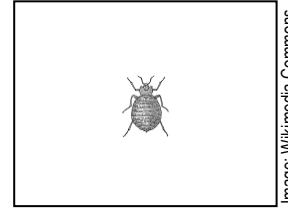


Image: Wikimedia Commons

Actual size of a bedbug (size of an apple seed)

After a good meal, I like to curl up for a big, long nap. On a full stomach I can sleep for several days! I can actually go without eating for up to a year if I have to. It's one of the things that make me special—that and the fact that I don't carry and spread diseases like ticks and mosquitoes. But back to my naptime. . . .

We bedbugs are intrepid travelers! We *LOVE* to travel—the excitement of the great unknown, the quest for adventure, the voyage of discovery; and the best way is to hitch a ride inside the nearest suitcase—duck into some crumpled clothes, get zipped in nice and tight and be lulled to sleep by the comforting roll of the suitcase wheels below. By the time we wake up we're usually at journey's end—there's no better way to travel!

Luckily, hotels are the perfect departure point and I always have plenty of destinations to choose from. Our “roommate” here in room 221 was on the phone just last night confirming a booking for Québec City. That's in Québec, Canada. I have relatives there who say the “cuisine” is fantastic! I don't know if it's all that *poutine* and maple syrup, but I hear the people there are delicious.

I figure I'll look up some of my cousins while I'm in Québec. It shouldn't be too hard. The Labibittes have been in Canada for generations, moving from one place to the next. We got hit hard with the great DDT exterminations of the last century—but so did everyone else. DDT is a pesticide that was used extensively in both the US and Canada, among other places, to obliterate our species. It almost did wipe us out too! In 1972, however, humans realized it was harming the environment and causing major damage to other species as well as to themselves and they banned it. That was great news for us, of course—well, what was left of us. But we're a resilient bunch, and since then we've made quite a comeback, mainly thanks to some of our ancestors who passed along pesticide-resistant traits that help us stay strong.

Since the 1990s, we've really begun to thrive. Humans say we've “mutated,” but we prefer the term *evolved*. Our metabolisms work faster today than they did in past generations. That helps us process the toxins in some pesticides exterminators use, making them harmless—pretty clever, huh!

Bugs are more street-savvy these days too—programs like *Edubug* are mandatory for the little ones before they go off into the world. The program teaches survival skills, like the best places to hide indoors, how to feed without waking your dinner and tips for safe travelling. There's useful information like hiding in old furniture left on the sidewalk—mattresses, couches and chairs being the best options, or even bags of secondhand clothing, if available. There's a comprehensive safety module too, that keeps bugs up to date on the latest bedbug deterrents. Did you know that there are bedbug sniffing dogs now that are trained to sniff us out? Apparently they can smell the pheromones, that is, the chemicals that we use to communicate with each other. Training the dogs is apparently expensive though, so a mechanical engineer by the name of Chris Goggan has invented a device that replicates the way a dog can smell us—it can detect a bedbug with up to 98% accuracy! Yikes! Extreme temperatures are also deadly. Anything above 49°Celsius or below freezing means we need to evacuate the premises, stat!

It's pretty scary stuff really, but education is knowledge and knowledge is power. I can't think about all that now though, I have a suitcase to catch.

Bonne nuit et à bientôt!



Image: Wikimedia Commons/Jiri Humpolicek

Create a Fact Sheet

A: _____/24

1. Who is telling the story? _____

2. How many eggs can a bedbug lay? _____

3. A bedbug is as big as an _____.

4. What can be used to check for bedbugs? _____

5. Name four places where a bedbug can bite on a human body. _____

6. What does a bedbug do to make it easy to drink our blood? _____

7. Bedbugs like to bite three times. What names are given to these three bites? _____

8. How do bedbugs usually come into a house? _____

9. What happened to bedbugs during the 50's and the 60's? _____

10. Since 1990, bedbugs have changed greatly. What happened to them? _____

11. Where do bedbugs hide? _____

12. Name two ways used to detect bedbugs? _____

Use a ✓ to indicate if the statement is true or false.

B. _____/16	True	False
1. Bedbugs are the size of an apple seed.		
2. Bedbugs are easy to see.		
3. Bedbugs are active during the day.		
4. Bedbugs only bite on the legs of humans.		
5. Bedbugs feed only on human blood.		
6. Everyone has a reaction to bedbug bites.		
7. Bedbug bites are painful.		
8. Bedbug bites usually come in groups of three.		
9. Bedbugs can sleep for many days after a good feed.		
10. Bedbugs can carry diseases.		
11. Bedbugs are brought into houses by kids who play in sandboxes.		
12. DDT almost exterminated the bedbugs in Canada and the USA.		
13. Today's bedbugs are stronger than their predecessors.		
14. Dogs can be trained to find bedbugs.		
15. Bedbugs like extreme temperatures.		
16. Bedbugs are immune to pesticides.		

Task specific: Create a Fact Sheet

	Observables	A 20	B 18-16	C 14-12	D 10-6	E 6-0
Use of knowledge from texts in a reinvestment task	<ul style="list-style-type: none"> ➤ Selection of information/ideas from texts relevant to the task. ➤ Coherence of organization of selected information/ideas. ➤ Combination of information/ideas and language selected in texts with own ideas and personal language. ➤ Use of text components/text features. ➤ Accurate use of information drawn from texts. 	<ul style="list-style-type: none"> • Selects all the relevant information/ideas. • Organizes the ideas and information skillfully and coherently. • Skillfully combines information/ideas and language selected in texts with own ideas and personal language repertoire. • Skillfully uses the text features/components to create a fact sheet. • Use of the information is accurate. 	<ul style="list-style-type: none"> • Selects most of the relevant information/ideas. • Organizes the ideas and information coherently. • Combines information/ideas and language selected in the texts with own ideas and personal language repertoire. • Adequately uses the text features/components to create a fact sheet. • Use of the information is accurate. 	<ul style="list-style-type: none"> • Selects some relevant information/ideas. • The organization lacks cohesion in areas of the text. • Sometimes combines information/ideas and language selected from the texts with own ideas and personal language repertoire. • Acceptable use of the text features/components to create a fact sheet. • Some of the information is inaccurate. 	<ul style="list-style-type: none"> • Selects very few relevant information/ideas. • The organization lacks cohesion throughout the text. • Rarely combines information/ideas and language selected in the texts with own ideas and personal language repertoire. • Insufficient use of the text features/components of a fact sheet. • Information if any is inaccurate. 	<ul style="list-style-type: none"> • Does not choose relevant information/ideas to answer the questions. • The organization is confusing to the reader. • Delivers a product which does not correspond to the task

Components of a fact sheet

- Title page
- Diagrams
- Glossary
- Heading, subheading
- Text box
- Captions
- Keywords: bold, italic, capitals, highlight, underline
- Charts
- Charts/graphs
- Illustrations/photographs
- Bullets: list of important information

You may use this space to create your draft. Use others sheets to hand in your final copy.

