

Soil Scenario Pre/Post (print back/front)

First name: _____ Last name: _____ Thursday

PRE

What should be done?

By whom? (may be more than one person, group, company or other institution)

Because we know:

Because we don't know:

POST – Lead in my backyard
What should be done?

By whom? (may be more than one person, group, company or other institution)

Because we know:

Because we don't know:

Soil Case/Ethical Reasoning Protocol

The Case: Lead in My Backyard

Your family has lived in this neighborhood for a long time. Your mother grew up two blocks over and your dad came from right over by the highway. Your dad's folks remember when the highway cut through and your great uncle Jim's house actually got torn down because it was in the way of the highway. They gave him some money but it wasn't very much, so he just rented mostly after that. Part of why they chose to put the highway here is because people were poor and wouldn't fight it.

Now they are telling you that there is lead in the soil around here because of all the cars using leaded gasoline for so long. This is a problem because lead gets in the soil, carried by air and water, and then children play in it. They put toys in their mouths or get their hands dirty and then rub their eyes. There are kits you can buy to tell if your soil is contaminated. The problem with lead is that when you breathe it or swallow it, it gets in your bones and makes you sick for a long time, because you have to get your body to replace it with things like calcium, and that takes time.

They've started an education program at the community center to let everyone know about how this affects them.

It just doesn't seem fair that this is happening in the neighborhood. First they put the highway through, and then the lead from the gas cars contaminates the soil. Nobody wants to live with that, so people are wondering if they should move, and if they could even sell their houses. Others want to stay so they are asking what can be done and who will pay for it.

You and your neighbors are being asked to advise policy makers on what would be fair. A policy says how people will be treated, and/or how they should act in situations like this. When your great uncle Jim got bought out so the highway could go through, there was a policy that said he had to sell, but that the state would buy him out at a fair price for his property. Policies say what duties institutions like the government and individuals have to each other in different situations. In your great uncle Jim's case, the state has a duty to pay him a fair price.


In the situation you are in, you have to decide what is needed (education, testing, money, buy outs, relocation help, counseling, clean up, a say in the decision, open meetings) and who has a duty to provide it. Your policy has to have lasting effects, not just fix things in the short run.

Grant info for community based programs
<http://www.cdc.gov/nceh/lead/about/program.htm>

The screenshot shows the CDC National Center for Environmental Health website. At the top, there is a navigation bar with 'CDC Home', 'Search', and 'Health Topics A-Z'. Below this is a banner for the National Center for Environmental Health with a background image of a person working in a laboratory. A secondary navigation bar contains links for 'Searchable Index', 'Strategic Plan', '2000 Fact Book', 'NCEH Fact Sheets', and 'NCEH Brochures'. The main content area is titled 'About the Program' and features a sub-header 'Grants for State- and Community-Based Childhood Lead Poisoning Prevention Programs'. The text describes CDC funding for state and local health departments and lists three key objectives: determining the extent of lead poisoning, screening children, and developing neighborhood-based efforts. A detailed paragraph explains that grant-supported programs act as catalysts for other programs and that health departments work with various community organizations. On the left, a 'Content' sidebar lists navigation options like 'Home', 'About Lead', and 'Publications'. On the right, a 'CDC Topics' sidebar lists 'In the News', 'Travelers' Health', and 'Visitor Survey'. Below the sidebar is a small image of a child working with lead paint chips.

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National Center for Environmental Health

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About the Program

Grants for State- and Community-Based Childhood Lead Poisoning Prevention Programs

CDC provides funding to state and local health departments to:

- ▶ Determine the extent of childhood lead poisoning
- ▶ Screen children for elevated blood lead levels
- ▶ Help ensure that lead-poisoned infants and children receive medical and environmental follow-up
- ▶ Develop neighborhood-based efforts to prevent childhood lead poisoning

Grant-supported programs are expected to serve as catalysts and models for the development of non-grant-supported programs and activities in other states and communities. Further, grant-supported programs should create community awareness of the problem (e.g., among community and business leaders, the medical community, parents, educators, and property owners). Health departments are expected to work with interagency and community-based organizations that support the program agenda. These organization may represent the interests of public health, the medical community, housing, business, labor, parents, and individual residents of the community. They may include, but are not limited to, neighborhood groups, churches, fraternal organizations, civic organizations, local businesses, and financial institutions who often have a vested interest in the viability of the community. Community organizations should be encouraged and supported in efforts to help in program components such as follow-up, education, and hazard remediation.

CDC Topics:

- ▶ [In the News](#)
- ▶ [Travelers' Health](#)
- ▶ [Visitor Survey](#)

More NCEH Information:

- ▶ [Contact NCEH](#)
- ▶ [Funding](#)

Highlighted Resources:

- ▶ [CDC Fact Book 2000/2001](#)
- ▶ [MMWR](#)
- ▶ [Subscriptions](#)
- ▶ [Hoaxes and Rumors](#)

Currently, CDC funds are awarded to 40 state and 16 local health departments to develop and implement comprehensive lead poisoning prevention efforts. See Key Contacts (PDF, 416 KB) for whom to contact regarding lead poisoning prevention in your state.

Health Effects of Lead from <http://epa.gov/lead/leadinfo.htm#health> (May 2003)

In the United States, about 900,000 children ages 1 to 5 have a blood-lead level above the level of concern.

Even children who appear healthy can have dangerous levels of lead in their bodies.

People can get lead in their body if they:

- Put their hands or other objects covered with lead dust in their mouths.
- Eat paint chips or soil that contains lead.
- Breathe in lead dust (especially during renovations that disturb painted surfaces).

Lead is even more dangerous to children than adults because:

- Babies and young children often put their hands and other objects in their mouths. These objects can have lead dust on them.
- Children's growing bodies absorb more lead.
- Children's brains and nervous systems are more sensitive to the damaging effects of lead.

If not detected early, children with high levels of lead in their bodies can suffer from:

- Damage to the brain and nervous system
- Behavior and learning problems (such as hyperactivity)
- Slowed growth
- Hearing problems
- Headaches

Lead is also harmful to adults. Adults can suffer from:

- Difficulties during pregnancy
- Other reproductive problems (in both men and women)
- High blood pressure
- Digestive problems
- Nerve disorders
- Memory and concentration problems
- Muscle and joint pain

Ethical Reasoning Protocol

Case: Lead in my backyard Date: _____

Group members: _____

- 1. What do you know about this situation? What do you believe to be true? Why do you believe it and not something else?*
- 2. What don't you know? What hasn't been asked? Is this the whole truth? What questions have not been answered?*
- 3. Who is responsible? For what? What could be done? What are the possible (not necessarily desirable) alternatives?*
- 4. What should be done? By whom? Why is this the best ethical decision?*