

The Runway Project

The following activity should be delivered using the resources on 'The Runway' page of the website.

Topic	Reuse/Recycling, Sustainability
Level and Subject/s	KS3/4 Geography/Citizenship/Maths
Duration	3 hours
Background	The runway at Greenham Common was built in 1941 and then extended in 1954 for the use of the American Airforce. As part of the overall plan a whole range of options were considered. Eventually it was agreed to restore the common land, therefore requiring the runway and other infrastructure to be removed.
Aim	1. To raise awareness of sustainability in practice by re-using waste.
Enterprise outcomes	Students will develop the following enterprise capabilities; <ul style="list-style-type: none"> ✳ Decision making based on options ✳ Gathering and analysing evaluation of information, including statistics ✳ Spotting opportunities and their limitations
Project outline	<p>This activity aims to engage the students in the practical issues in dealing with large amounts of recyclable waste sustainably.</p> <p>This module is closely aligned to the quarrying module. The planning module, which looks at the options considered before the restoration work was commenced, provides a broader context.</p>
Tasks	<p>Teacher introduces the activity and explains the aims.</p> <p>Teacher gives a brief introduction to Greenham Common's history and geography as an airbase and before.</p> <p>Implementing the plan.</p> <p>1. Teacher provides brief introduction (with some initial discussion) referring students to the background facts on the website.</p> <p>The PowerPoints supporting this resource include a short overview of the history of Greenham Common and a visual overview of the recycling and restoration work undertaken.</p> <p>The planning module provides a broader understanding of the variety of options considered for the regeneration of the airfield and the process of stakeholder consultation involved.</p> <p>2. Students should work in pairs or fours (depending on ability and computer access) through the tasks. The teacher should encourage them to work quickly through the basic maths tasks, concentrating on the map work and various diagrammatic methods of portraying their results, supported by reasoned narrative.</p> <p>This should involve:</p> <ul style="list-style-type: none"> ✳ An appreciation of the scale of the operation in comparison with the local area context of the students themselves (map work and measurement) ✳ Relating area, volume and density to build up a basic set of data ✳ Using maps, graphical techniques and diagrams to present ideas effectively ✳ Airing environmental and resource issues, including the effects of transport <p>3. Mentoring by the teacher throughout the process.</p> <p>4. Group reconvenes to present and discuss results and draw conclusions.</p> <p>5. Teacher summarises the outcomes against aims.</p>