



Three Reason Why

You will need

- Pen/Pencil
- Printed copies of the 'Three Reasons Why' resource page (see last page), alternatively use plain pieces of paper

This activity could count towards

Beavers - Requirement 2, Cubs - Requirement 1,
Scouts - Requirement 1a, Explorers - Requirement 1,
Network - Requirement 1

Activity Details

Time: 15 minutes

£ £

Indoors & Outdoors

Individuals & Teams

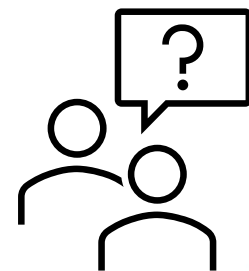
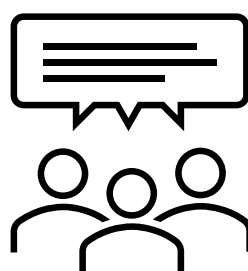
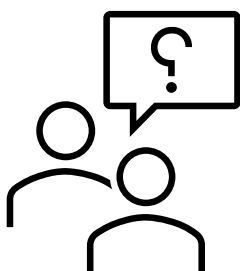
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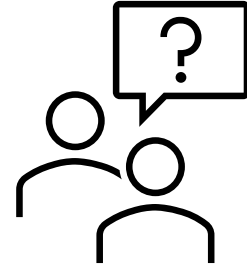
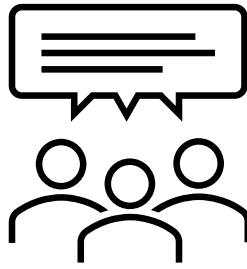
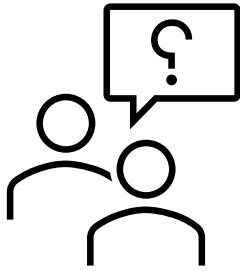
Before you begin

- Decide whether you would like to run this as a group or individual activity
- Print enough copies of the 'Three Reasons Why' resource sheet for your group
 - see last page
- Before running the activity, introduce the young people to Archaeology and suggest a reason why we may study the subject. Here are some examples:
 - to understand how people may have lived in the past
 - to identify long term trends, such as climate change
 - to identify past environments and climates
 - to understand how and why human behaviour has changed over time

Activity

1. Hand out the activity sheets and pens/pencils to the individuals or groups.
2. Allow at least five minutes for the young people to note their ideas.
Some young people might find it easier to draw their ideas.
 - a. Whilst the young people are doing this, it would be helpful to go around the groups to discuss their ideas and perhaps give them some inspiration.
3. Once they have finished, bring everyone back together.
4. Ask the young people to share some of their reasons.
5. As a group, you could decide your favourite 'Three Reasons Why'.





Reflection

Archaeology is an awesome subject that many people find to be fascinating but if we don't know why we study it, it can become irrelevant and lose its appeal.

Think about how we can connect the past to the present and the future. How can Archaeology help us? What skills can we gain from studying the past that can help us in our everyday and future lives?

Make it accessible

If anyone struggles with fine motor skills or writing, another young person or adult could fill in the activity sheet. For some young people, doing this activity as a group would be most appropriate. Instead, the three reasons could be discussed as a group and you could go straight to step 5.

Change the level of challenge

If young people are struggling, maybe group them together so they can share their ideas and bring their thoughts together. If they can't come up with their own ideas, you could offer a list of reasons and ask the young people to choose the three they think are most important, then discuss why they chose them.

You could increase the level of the challenge by asking for more reasons. To go further you could ask the young people for reasons why we study different areas of archaeology, like archaeological science or geoarchaeology.

Youth Shaped Guidance

Let the young people come up with their own ideas. There are no wrong answers, so let them explore their ideas and then discuss among themselves what their top three would be.





Why do we study archaeology?

Try to come up with three reasons for studying archaeology:

1.

2.

3.

