**VICTORIAN STUDENTS’ PARLIAMENTARY PROGRAM (VSPP) 2025:**

**ONLINE SECONDARY SCHOOL CONVENTION**

**Topic**

*Should the driving age in Victoria be lowered to 17?*



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| **STUDENT ACTIVITIES** |

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## LEARNING INTENTION FOR THESE STUDENT ACTIVITIES:

**By the completion of these activities students will be able to:**

* Understand and critically evaluate the arguments for and against lowering the driving age to 17 in Victoria
* Explore different perspectives on this topic including safety concerns, economic impacts and social factors relating to driving at a younger age
* Develop the ability to present a persuasive argument in a structured debate format
* Use evidence and examples to support a point of view on a contemporary social issue
* Actively participate in a structured debate building on their skills in communication and critical thinking
* Work collaboratively through the pre-Convention activities to build on their listening, teamwork, and problem-solving skills

## SUCCESS CRITERIA FOR THESE STUDENT ACTIVITIES:

**Students will be able to:**

* Clearly state their position on whether the driving age in Victoria should be lowered to 17
* Analyse the current driving laws in Victoria and compare these with other states and territories in Australia
* Provide arguments and counter arguments in relation to this Convention topic
* Work collaboratively with other students to complete the activities and actively contribute to class discussions and the Convention debate
* Reflect on their learning about making policies and how this affects both individuals and society

Activity 1: Introductory Activities

### 1a: Scenario Snapshots –Discussion Activity

**Learning Intentions**

* We will consider real-world effects of 17-year-olds being allowed to legally drive in Victoria to introduce this Convention topic.

**Success Criteria**

* I will identify the key benefits and risks presented in each scenario involving 17-year-olds and the legal driving age.

**Task Instructions:**

**1. In groups of 3 – 4 students read the scenario allocated to you by your teacher. Think about the potential benefits and risks of the 17-year-olds driving and record your thoughts and opinions in the table provided on the next page.**

**2. Share your answers with the rest of the class.**

**Scenarios:**

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| **Scenario 1: Sarah, 17, in Rural Victoria**  **Background**: Sarah is a high school student living in a small rural town in Victoria. Public transport options are limited—there’s only one bus a day, which doesn’t line up with her part-time job or sports schedules. Her family’s home is several kilometres away from the nearest town centre. Being able to drive would allow her to get to her part-time job and participate in after school sports activities. |

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| **Scenario 2: Emma 17 is excited to start driving lessons**  **Background:**  Fatima lives in an outer suburb of Melbourne where public transport is limited especially on Sundays. Both of her parents work long hours. Having a licence would mean that Fatima could help her younger siblings get to school on time each day and do extra-curricular activities like sport or dancing outside of school, reducing some of the pressure on her parents**.** |

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| **Scenario 3: Jake 17 borrows his older sister’s car even though he is on his L plates.**  **Background:**  Jake encounters heavy rain and struggles to see clearly through the windshield as he is driving to his friend’s house. Lacking experience in poor weather conditions, he becomes nervous and pulls over to call his parents for advice before continuing his journey. |

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| **Scenario 4: Noah 17, distracted while driving after getting his licence interstate**  **Background:**  Ravi is lives in the northern suburbs and has just passed his driving test, earning his probationary licence. He is excited about the freedom driving brings him and often offers to drive his friend’s home after they go out together. While driving his friend’s home late one night he gets distracted by his phone and narrowly avoids having an accident. |

|  |  |
| --- | --- |
| Benefits | Risks |
|  |  |

### 1b: Quick Spin through the Road Rules and Driving Facts – Quiz Activity

**Learning Intentions**

* We will increase our knowledge and understanding of the Victorian road rules and other important facts about driving.

**Success Criteria**

* I will attempt all the quiz questions to test my knowledge of the road rules.

**Task Instructions:**

**1. Circle or highlight the correct answer to test your knowledge about Victoria’s road rules and driving facts.**

**2. Share your answers with the rest of the class.**

**1. P-plate drivers are:**

a. twice as likely to have a crash causing injuries to other drivers

b. three times more likely to have a crash causing injuries to other drivers

c. four times more likely to have a crash causing injuries to other drivers

**2. Before they get their licence, learner drivers must gain at least:**

1. 80 hours of supervised practice
2. 100 hours of supervised practice
3. 120 hours of supervised practice

**3. Crashes are most likely to occur in:**

1. the first 6 months of driving
2. the first 6 months after coming off P-plates
3. situations where the drivers over 75 years of age

**4. Mobile phone use, including hands free, increases crash risk by:**

1. 10%
2. 15%
3. 25%

**5. The standard speed limit in built-up areas (place where there are buildings, roads and pedestrians) without speed limit signs is:**

1. 40 kms per hour
2. 50 kms per hour
3. 60 kms per hour

**6. What is the minimum age to obtain a learner’s permit in Victoria?**

1. 15 years
2. 16 years
3. 17 years

**7. During the P1 licence period, how many passengers aged 16 to under 22 are allowed in the car with the driver?**

1. none
2. one
3. two

**8. The highest risk of having a crash is if the driver**

1. has a blood alcohol concentration (BAC) of 0.15
2. is over 45 years of age and is driving early in the morning
3. is 18 years old and driving at night

**9. The legal blood alcohol concentration (BAC) for drivers with a full licence must be less than:**

1. 0.02
2. 0.05
3. 0.1

**10. Young drivers who commit traffic offences, particularly for speeding, have an increased crash risk of:**

1. 20%
2. 65%
3. 95%

**11. Old cars are:**

1. safer because they are more strong
2. safer because, generally, they don’t go as fast
3. more dangerous as they are less crashworthy and have fewer safety features

**12. The chance of a having a crash increases when a P-plate driver:**

1. is driving alone
2. has one passenger in the car
3. has two or more passengers in the car

**13. Young drivers are more likely to have crashes:**

1. at dusk/sunset
2. between 10pm and 6am
3. in the morning when the traffic is the heaviest

**14. What is the minimum age to progress from a P1 to a P2 licence in Victoria?**

1. 18 years
2. 19 years
3. 20 years

**15. Your licence has been cancelled. You are**

1. not allowed to drive under the circumstances
2. allowed to drive only in an emergency
3. allowed to drive to work if there is no other type of transport available

**Source:** VicRoads

### 1c: How old do you Need to be to Drive in each State: Let's Compare Activity

**Learning Intentions**

* We will learn about the legal minimum age in each Australian state and territory.

**Success Criteria**

* I will be able to compare the differences in licensing ages in each Australian state and territory from the data provided.

**Task Instructions:**

**1. The table below provides the age requirements for driving licences in each state and territory in Australia. Refer to this table when answering the following questions.**

**2. Share your answers with the rest of the class.**

**Minimum Driving Age by State/Territory in Australia**

|  |  |  |  |
| --- | --- | --- | --- |
| State/Territory | Learner Permit Minimum Age | Provisional Licence  Minimum Age (drive solo) | Full Licence Minimum Age |
| Australian Capital Territory (ACT) | 15 years, 9 months | 17 years | 20 years |
| New South Wales (NSW) | 16 years | 17 years | 20 years |
| Northern Territory (NT) | 16 years | 16 years 6 months | 18 years 6 months |
| Queensland (QLD) | 16 years | 17 years | 19 years |
| South Australia (SA) | 16 years | 17 years | 20 years |
| Tasmania (TAS) | 16 years | 17 years | 20 years |
| Victoria (VIC) | 16 years | 18 years | 22 years |
| Western Australia (WA) | 16 years | 17 years | 19 years |

**1. Which state or territory has the lowest minimum driving age (ability to drive solo)?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Which state or territory has the highest minimum driving age (ability to drive solo)?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Do you think the driving age should be the same across Australia? Why or why not?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**4. What factors do you think influence the driving age laws in each state? (e.g. population, road safety, public transport availability)**

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**5. How could varying minimum driving ages across Australian states affect young people's independence?**

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**6. Why does Victoria require people to be older before they can drive independently?**

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## Activity 2: Driving and the Law

### 2a: Unpacking how Laws are made in Victoria – Mind Map Activity

**Learning Intentions**

* We will learn or revisit how laws are made in Australia and represent this process visually through a mind map.

**Success Criteria**

* I will be able to identify and briefly describe the steps in the process of making a law.

**Task Instructions:**

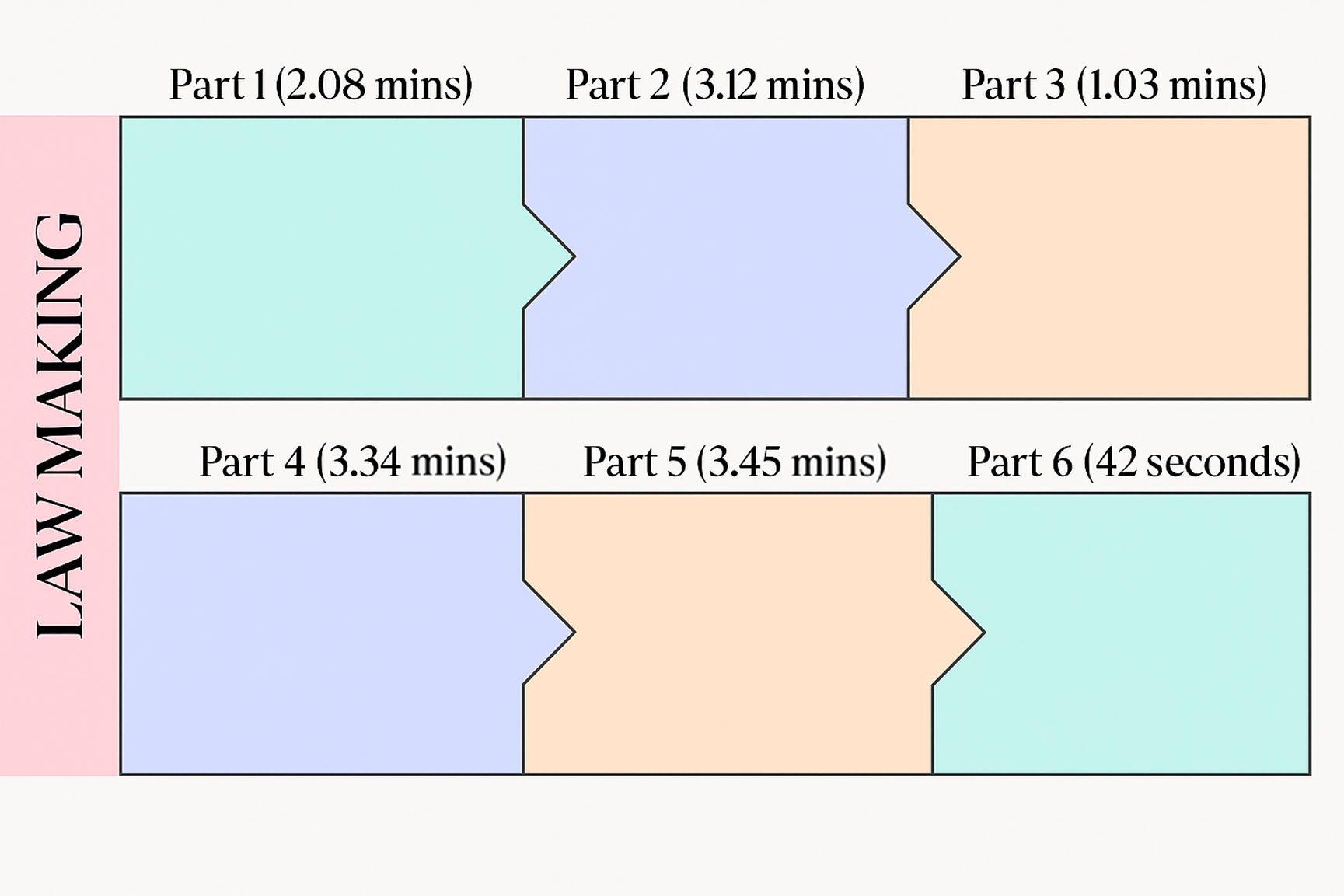
**1. In pairs watch each of the six short videos about how a law is made in Victoria.**

**2. Write a summary of each step on the mind map provided on page 11.**

**3. Share your answers with the rest of the class.**

**Video Series: How a law is made**

**Click onto the link below to complete this activity** [How a law is made: Video series – PoV](https://vimeo.com/showcase/9873143)



### 2b: Learner and Probationary Driver Road Rules – Group Work Activity

**Learning Intentions**

* We will understand why these rules exist and how they contribute to safer driving for young and inexperienced drivers.

**Success Criteria**

* I will collaborate with my group to help us develop/write a response to the scenario.

**Task Instructions:**

**1. You will work in a group of 3- 4 students to complete this activity.**

**2. Refer to the information provided on the Victorian Government’s learner and probationary driver road rules page to discuss the questions below. You can make notes to share with the class.**

**3. Your group will then be given a scenario to analyse or study based on the rules you have discussed. As a group write a response using the questions provided to guide your answers (aim for at least half a page of writing from the group).**

**4. Share your answers with the rest of the class.**

**Website Link**

[Learner and probationary driver road rules – Transport Victoria](https://transport.vic.gov.au/road-rules-and-safety/learner-and-probationary-driver-road-rules)

**Discussion questions for each group:**

What are the main rules and restrictions for learner drivers (L plates)?

What are the main rules and restrictions for probationary drivers (P1 and P2 plates)?

Think about some of the reasons for these rules (e.g. safety, reduce distractions, prevent crashes).

What are the outcomes or consequences for not following these rules?

**Scenarios (one allocated to each group)**

**Scenario 1:**

A learner driver is caught using their mobile phone for directions while driving.

**Scenario 2:**

A P1 driver is driving late at night with three friends in the car.

**Scenario 3:**

A learner driver forgets to display their L-plates and is stopped by police.

**Scenario 4:**

A P2 driver is found to have a blood alcohol concentration/reading (BAC) of 0.02 after a party.

**Scenario 5:**

A P1 driver is doing 100 km/h in a 60 km/h and is caught by police.

**Group written response: (aim for at least half a page)**

As a group write a response that addresses the following points:

* What rules have been broken in your specific scenario?
* What are the possible legal and safety consequences?
* Why do you think these rules exist?
* What advice would you give the driver in the scenario to help them become a safer road user?

## Activity 3: The Data Detective Challenge–Pair-and-Share Activity

**Learning Intentions**

* We will study, understand and consider data, which we can use to make an informed opinion about whether the legal age for driving should be lowered to 17 in Victoria.

**Success Criteria**

* I can find and use key information from the data provided on road fatalities for 18–20-year-olds and advice from the police for young drivers**.**

**Task Instructions:**

**1. In pairs go to the Young Drivers tab on the Victoria Police website. Read the information provided and write an advice column for new drivers. A template/guide below has been provided for you to fill in.**

**2. Refer to the Pie Chart to complete Task 2.**

**3. Refer to the Line Chart to complete Task 3**

**4.Study the world map provided for Task 4 and describe in 2-3 sentences what you observe about the minimum driving age for young drivers in countries outside of Australia.**

[**Young Drivers - Victoria police**](https://www.police.vic.gov.au/young-drivers)

**Task 1: Advice Column**

|  |
| --- |
| **Dear New Driver:**  Congratulations on getting your P-plates! We wanted to share some advice to help you stay safe on the road.  **Introduction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **One reason why young drivers may be more likely to be involved in an accident is**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Three risks for young drivers that you should be aware of are:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Three practical safety tips would be:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Remember:**  Driving carries significant responsibility, but we trust in your ability to manage it with confidence. Stay safe and smart! |

**Task 2: Pie Chart Activity**

Answer the questions in relation to the information provided and the pie chart below.

**Road Fatalities Among Drivers Aged 18–20 in Victoria**

| **Year** | **Fatalities** | **Notes** |
| --- | --- | --- |
| 2024 | 10 | Data from the Transport Accident Commission (TAC) indicates that 10 drivers aged 18–20 lost their lives on Victorian roads in 2024. |
| 2025 (to May 15) | 6 | As of May 15, 2025, there have been 6 fatalities in this age group. |

*Source: TAC Lives Lost to Date*

**A pie chart with text

AI-generated content may be incorrect.**

**Identify percentage of all live lost on Victorian roads (12 months to December 2024) were drivers?**

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**Explain what does this tells you about the increased risks for drivers in road crashes?**

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**Task 3: Line Chart Analysis**

A graph with a line

AI-generated content may be incorrect.

**Sources:**

* **Transport Accident Commission (TAC) - Lives Lost - Year to Date:** This provides the most recent figures, including the 2024 full-year total and the 2025 year-to-date (YTD) figure.
* **Transport Accident Commission (TAC) - Road Safety Statistics (specifically the December 2023 report):** This report provided the year-end figures for 2021, 2022, and 2023.

**Describe the overall trend of lives lost for 18–20-year-olds in Victoria over the last five years – is it increasing, decreasing, fluctuating/ changing etc.**

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**Which year has the highest number of lives lost for this age group and which had the lowest- (excluding 2025)?**

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**List two possible reasons why there was a drop in lives lost from 2023 to 2024.**

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**Task 4: The minimum driving age in other countries**

Click on the link below and write 2–3 sentences about what you observe regarding the minimum driving age for young drivers in countries outside of Australia.

**Link:** [Minimum Driving Age by Country - Rhinocarhire.com](https://www.rhinocarhire.com/Drive-Smart-Blog/Minimum-Driving-Age-Country.aspx)

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## Activity 4: Think Tank Simulation/Workshop – Group Activity

**Learning Intentions**

* We will consider different opinions or perspectives on whether the driving age should be lowered to17 years of age in Victoria.

**Success Criteria**

* I will actively participate in group discussion, listening to different viewpoints during this think tank workshop.

**Task Instructions:**

**1. You will be divided into groups and given a different perspective or opinion on whether the driving age should be lowered to 17 years of age in Victoria.**

**2. You will present your allocated perspective to the rest of the group about whether you are in favour or against reducing the driving age. You can add more points to the think tank group you have been allocated to.**

**3. In your group write a policy statement about your point of view which you will share with the rest of the class**

**Think Tank Groups:**

|  |
| --- |
| * **VicRoads Policy Team:** Presents the government’s transport policy perspective. * **Youth Alliance Victoria:** Represents and shares the views of young people. * **Road Safety Australia:** Focuses on strategies to reduce road trauma and improve safety. * **Parents and Teachers Federation:** Addresses concerns about student safety and education. * **Motor Industry Council:** Highlights the potential for increased car sales and the role of driver training programs. * **Rural Access Advocate:** Speaks on behalf of young people in regional and remote areas who have limited access to public transport. |

**Note:** Different perspectives for each group are provided on a separate handout. Policy statements will vary as each group will have a different opinion on the Convention topic.

|  |
| --- |
| Policy Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## Activity 5: Media Hunt - Analysis Activity

**Learning Intentions**

* We will learn to analyse media articles by identifying the writer’s perspective, main arguments and supporting evidence related to this topic of lowering the driving age to 17 in Victoria.

**Success Criteria**

* I can identify the writer’s perspective, and the main argument presented in the article about lowering the driving age to 17.

**Task Instructions:**

**1. As a class watch the Channel 9 news clip and then answer the questions that follow.**

**2. For the media hunt you will be allocated an article to read in relation to this topic.**

**3. Complete the worksheet after you have read the article listing the main argument and one fact or statistic referred to in the article on the Convention topic of whether the driving age in Victoria should be reduced to 17 years of age.**

**4. Share your answers with the rest of the class.**

**Task 1: What the following YouTube video clip:**

[**Victorian teenagers cheating the system to get driver’s licence early – 9 News Australia**](https://www.youtube.com/watch?v=_2czY2vTv7A)(1.49 minutes)

**1**. **What is the key issue discussed in the news clip?**  
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**2.** **Why are Victorian teenagers going interstate to get their licences?**

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**3.** **What are the risks or consequences for teenagers who get their licences this way?**

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**4. How are the police responding to this issue?**

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**5.** **What message does the news clip give to young people considering this option?**

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**6**. **What are some reasons given for why the legal driving age is higher in Victoria?**

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**7.** **What might happen if a Victorian teenager with an interstate licence is caught driving in Victoria before turning 18?**

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**Task 2: Media Hunt – you will be allocated one of the following links:**

[Push to lower driving age in Victoria as P-platers complain of job hurdles – ABC News](https://www.abc.net.au/news/2025-01-18/push-to-lower-age-in-victoria-as-some-teens-say-delay-in-p-plate/104818694)

[Don’t lower the driving age, warn doctors and road safety experts – The Age](https://www.theage.com.au/national/victoria/dont-lower-the-driving-age-warn-doctors-and-road-safety-experts-20160822-gqy957.html)

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**Task 3: Media Hunt Worksheet:**

**1. The writer’s perspective or point of view**

Who wrote this article? What is their perspective?

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**2. Main Argument**

What is the main argument or message of the article?

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**3. Fact or Statistic**

Find one fact or statistic in the article that supports the article’s main point.

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**4. Target Audience**

Who do you think is the intended audience for this article is? Why?

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**5. Other relevant points in the article**

Are there any other important points in the article related to this topic?

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## Activity 6: News Report – Pair/Group Activities and Initial Vote on the Convention Topic

**Learning Intention**

We will work together to examine arguments for and against lowering the driving age to 17 in Victoria and then create a documentary-style news report presenting **one side** of this debate.

**Success Criteria**

I can present arguments for and against lowering the driving age to 17 in Victoria using relevant facts and statistics**.**

**Task Instructions:**

**1. You can work in pairs to complete the first activity which is to decide if the statements listed below are arguments in FAVOUR or AGAINST lowering the driving age to 17 in Victoria.**

**2** **Your teacher will then assign you into pairs or groups of 3 students to present a news report either supporting or opposing the proposal to lower the driving age to 17 using the appropriate statements from the first activity.**

**3. Write a news script based on these statements (i.e. the statements in favour of lowering the age limit to 17 or the statements against this proposal) that you can then share with the rest of the class.**

**4. After the last group has finished your teacher will put three signs up in the room and you will be instructed to move to the sign that indicates whether you are now in favour of the change, against the change or still undecided.**

**Activity 1:** Decide whether each statement is an argument in **FAVOUR** or **AGAINST** lowering the driving age to 17 in Victoria and circle the argument type.

**Arguments**

1. Lowering the driving age could lead to more road safety issues. Teenagers are already at a higher risk of being involved in car accidents and driving at 16 could lead to more road accidents resulting in injuries and in some cases, death. The TAC estimates that lowering the age to 17 not 16 would add ten deaths, 235 serious injuries and 700 other injuries each year.

FAVOUR AGAINST

1. Introducing driving education programs in schools alongside a reduced driving age could lead to better-prepared drivers. Separating the introduction of driving and drinking by 24 months (as 18 is the legal drinking age) could also improve road safety.

FAVOUR AGAINST

1. Lowering the driving age would allow teenagers to have more opportunities to gain employment, as they can access jobs out of their suburb, seek more educational opportunities and participate in extra curricula activities like sport and dance.

FAVOUR AGAINST

1. Insurance premiums for younger drivers are very high due to the higher risk, which may create financial stress for families.

FAVOUR AGAINST

1. 17-year-olds are not mature enough to handle the responsibility of driving and may not have the skills and patience to be good drivers on the road.

FAVOUR AGAINST

1. Lowering the driving age to 17 means that teenagers will have more independence and freedom to travel to school, work and social events without relying on their parents or using public transport especially when late at night when it can be dangerous.

FAVOUR AGAINST

1. Many countries are either maintaining or increasing their minimum driving ages due to safety concerns associated with young drivers.

FAVOUR AGAINST

1. Families in regional areas often face significant problems transporting their children to work or school. Lowering the driving age could reduce some of these pressures.

FAVOUR AGAINST

1. Research from Monash University and others has found no significant link between a lower licensing age and youth employment rates, even in regional areas.

FAVOUR AGAINST

1. If teenagers start driving at 17, they could develop better driving skills and habits early especially if they must complete a compulsory defensive driving course as part of the process to get their P1 licence.

FAVOUR AGAINST

1. Victoria is the only state in Australia where the minimum age for a probationary license is 18. Lowering the age would bring Victoria in line with the rest of the country, potentially reducing confusion and administrative issues for young people who move between states.

FAVOUR AGAINST

1. Young drivers are more likely to be influenced by their peers which can contribute to risky driving behaviour, especially when there are several young passengers in the car. Statistics show a significantly higher risk of fatal crashes for young drivers with two or more passengers.

FAVOUR AGAINST

1. Parental responsibility would increase, as lowering the driving age would put additional responsibility on parents to provide more supervision and support for their teenage drivers and increased financial pressure in providing a car or sharing the family car with their children.

FAVOUR AGAINST

1. Victoria compares favourably to other states in terms of young driver safety, suggesting that the higher minimum age is effective in reducing road trauma among young people.

FAVOUR AGAINST

1. Scientific evidence suggests that the parts of the brain responsible for decision-making, risk assessment, and impulse control continue to develop well into an individual’s twenties. Allowing younger individuals to drive unsupervised could lead to poorer judgment on the road.

FAVOUR AGAINST

1. Some studies show that lowering the driving age doesn’t do much to reduce youth unemployment, because bigger social and economic issues matter more. For example, a Monash University study found no clear link between the minimum licensing age and youth employment rates.

FAVOUR AGAINST

1. Rural youth might enjoy more freedom to get around, but they also face a higher risk of dying in road accidents, since rural areas already have more road deaths than cities.

FAVOUR AGAINST

**Activity 2: News Script (your choice of a news report or interview style script)**

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## POST CONVENTION ACTIVITIES

## Activity 1: Survey and Data Analysis Activity

**Learning Intentions**

* We will design, conduct and analyse the results of a survey to investigate public opinion on whether the driving age in Victoria should be lowered to 17.

**Success Criteria**

* I can write suitable survey questions and gather relevant data or information about different opinions on whether the driving age should be lowered to 17 in Victoria.

**Task Instructions:**

**1. You can work in pairs to complete this activity.**

**2. Think about suitable questions you can use to interview a variety of people to get their opinions on whether the driving age in Victoria should be lowered to 17.**

**3. Once you have written your questions (a sample is provided) use them to gather data or information about what people think– aim to speak to between 6 - 10 people of different ages and backgrounds.**

**4. Use the information to write a short report summarising the information you have gathered to share with the rest of the class**

**Possible questions to use for the survey:**

1. What is your age?
2. Do you live, locally, in another suburb or in a rural area?
3. Do you currently hold a learner’s permit or driver’s licence?
4. At what age do you think you would feel ready to drive independently?
5. Have you ever taken a professional driving course?
6. Do you believe the current minimum driving age in Victoria (18 for a probationary license) is appropriate?
7. Should the legal driving age in Victoria be lowered to 17?
   * Yes / No / Not sure
8. What do you think are the main benefits of lowering the driving age to 17?
9. What concerns do you have about lowering the driving age to 17?
10. Should new drivers under 18 be required to complete additional safety or advanced driving courses?
11. Do you feel that public opinion is considered when making changes to driving laws?
12. In your opinion, what is the ideal minimum age for obtaining a probationary driver’s licence in Victoria? Why?

**Summary of our findings:**

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## Activity 2: Create a Social Media Campaign or Newspaper Article Activity

**Learning Intentions**

* We will develop our skills in creating digital content which could be a social media post, infographic, video or online newspaper to present arguments either in favour of or against the lowering of the driving age to 17 in Victoria.

**Success Criteria**

* I can use a digital option to promote my point of view supported by arguments for or against the lowering of the driving age to 17 in Victoria.

**Instructions:**

**1. For this activity you can work individually, in pairs or in a small group to create a social media campaign or newspaper article that represents your point of view on the Convention topic.**

**2. You can use platforms like Canva, Freepik, Venngage or Slidego to create your infographic, post of video on this topic. Or you can also go to Word and use the newspaper template to complete this task.**

**3. Use the guided questions below to create your social media campaign.**

**4. Present to the rest of the class when the activity is completed.**

**What is a social media campaign**

A social media campaign is a planned series of posts and activities on platforms like Instagram, X, or Facebook to achieve a specific goal - such as raising awareness or sharing information. It uses clear messages, engaging content, and sometimes ads to reach and connect with a target audience.

**How to create a social media campaign**

1. Decide what your goals are (in favour or against changing the driving age to 17) and who your target audience is (other teenagers, parents, government etc.)

2. Brainstorm key messages and arguments you want to make in your campaign.

3. Think about how you want to present the information and what language you will use to convince others that you are right.

4. Your campaign

* Use free tools like Canva to design infographics and visuals ***or***
* Record a short video of your opinion and arguments ***or***
* Write your newspaper article that captures your opinion
* Ensure your content is visually appealing aby using colours, fonts, hashtags etc,
* Complete the task and seek student feedback

## Activity 3: Diary Entry Activity

**Learning Intentions**

* We will learn how to write a diary entry that gives your opinion, outlining reasons about whether the driving age in Victoria should be lowered to 17.

**Success Criteria**

* I can write a diary entry that includes my opinion and three supporting arguments about whether the driving age in Victoria should be lowered to 17.

**Instructions:**

**1. Follow the instructions provided about how to write a diary entry about your experiences participating in the Convention. Include your opinion on whether the driving age should be lowered to 17 in Victoria.**

**2. Write the diary entry using the template provided.**

**3. Share your thoughts with the rest of the class.**

**What is a diary entry?**

A diary entry is a short note or message that someone writes in a diary or journal. It usually talks about what happened during the day, an event they attended or participated in, how the person felt, or any thoughts they want to remember. It’s like writing a personal story for yourself.

**Steps to writing a diary entry on the Convention:**

**1. Start with a general sentence describing your day or how you felt at the start of the Convention.**

**Examples:**

Today was an exciting day for me as I was participating in a debate on whether the driving age in Victoria should be lowered to 17.

***OR***

Today, I’ve been given a lot of information on whether the legal driving age in Victoria should be lowered to 17. It’s a pretty big decision, and while there are some strong reasons to support changing the law, there are also strong reasons to keep the minimum driving age to 18.

**2. Describe the event**

What was the atmosphere of the debate like

What arguments did you present?

What arguments did you hear?

Did anything surprising happen?

**3. Express your feelings and reflection**

Were your nervous, excited, unsure of what to say at the Convention?

Did the debate change your opinion? Why/ Why not?

Share any new insights or things you learned about the topic

**4. Final Thoughts**

Write a closing statement about what you may do next e.g., after today’s debate I am even more interested in how laws affect young people like me. I will talk to my parents about their views or do more research on this and other issues that affect young people.

***Diary Entry Template – Lowering the driving age in Victoria to 17***

**Date:**

**Dear Diary,**

**Opening Statement**

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**What I observed at the Convention**

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**How I Feel About It the debate topic:**

Reasons I Think the Driving Age \*Should\* Be Lowered:

***OR***

Reasons I Think the Driving Age \*Should Not\* Be Lowered:

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**Reflection on Convention:**

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**My Final Thoughts:**

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## FINAL VOTE ON THE CONVENTION TOPIC

Your teacher will put up the three signs again **(you did this in Activity 6 before the convention)**

You will be instructed to move to the sign that indicates whether you are now in favour of the change, against the change or still undecided.

**Last discussion point**:

* How many students altered their point of view on this topic?
* How many students maintained their original opinion on this topic?
* Think of reasons for any changes.