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

**ONLINE SECONDARY SCHOOL CONVENTION**

**Topic**

*Should the driving age in Victoria be lowered to 16?*



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| **TEACHER RESOURCE** |

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## **IMPORTANT INFORMATION**

The pre-convention activities and resources provided to support the VSPP are **suggestions** only.

They have been developed to help students prepare for the Secondary School Convention to debate this topic in more detail.

The pre-convention activities and resources provided can be completed independently of each other at the teacher’s discretion and choice. This means the teacher may choose to do **one**, **some**, **or all** the activities to help build students’ knowledge and to prepare them to be active participants in the Convention.

In using these suggested pre-convention activities and resources, teachers should make themselves aware of the content contained and the complexity of it to ensure it is appropriate for their student cohort within the school context.

Teachers should plan for appropriate support to prepare their students for the Secondary School Convention by adapting, updating, extending, or removing activities (including task instructions) and any resources contained in this pack.

Students are ***not*** expected to complete all activities prior to participating in the Convention, nor are they expected to complete all post-convention activities.

## **CONTEXT OF THE TOPIC**

The debate about whether the driving age in Victoria should be lowered to 17 focuses on balancing the independence and job opportunities that come with early driving against significant road safety concerns. Currently, Victoria is the only Australian state where drivers must be 18 to obtain a probationary licence, while other states allow driving at 17 or younger. Advocates for lowering the age argue that young people, especially in regional and rural areas with limited public transport, face disadvantages in accessing work, education, and social activities without the ability to drive independently. They claim that reducing the driving age would help address youth unemployment and reduce the burden on families who must transport their teenagers to school, part-time jobs and extra-curricular activities like sport. However, road safety experts and the Victorian government strongly oppose lowering the age, citing evidence that younger drivers are at a much higher risk of serious crashes and fatalities, and that maturity plays a crucial role in safe driving. The debate continues as policymakers weigh the social and economic benefits of increased mobility for young people against the potential increase in road trauma and community costs.

## **LINKS TO THE CURRICULUM v2.0**

The topic of this Convention strongly aligns with Level 9 and 10 of the Civics and Citizenship Strands of the F-10 Victorian Curriculum Version 2.0.

When we talk about citizenship education and the legal driving age in Victoria, it’s not just about what can be found in textbooks and traffic laws - it’s about real-life choices, opportunities, and challenges that young people face every day.

Civics and citizenship education focuses on helping young people understand how society works and how they can play an active role in it. This means learning about laws, rights, and responsibilities - like why the driving age is set at 18 in Victoria, and what might happen if it were lowered to 17.

For many teenagers, especially those living in rural Victoria, the driving age isn’t just a number. It can mean the difference between getting to school or working independently rather than relying on someone else because there’s no bus or train nearby. By exploring these issues in the classroom, students learn to think critically about how laws affect different people in different ways. They start to see that their voice matters - and that by getting involved, they can help shape the rules that impact their lives.

Civics and citizenship education also encourages students to think about the bigger picture. Lowering the driving age could give young people more freedom and job opportunities. But there are also concerns about safety - are younger drivers more likely to have accidents? These are the kinds of questions students can debate, learning to weigh up evidence and listen to different opinions before making up their own minds.

It’s particularly meaningful when students realise, they can step up and participate, rather than just be observers. Whether it’s signing a petition or writing to their local MP, civics and citizenship education shows them how to take action and make their voices heard. It’s about putting knowledge into practice for real-world change.

Not everyone has the same access to transport, and some young people face more barriers than others. By talking about these issues, students can start to see where things aren’t equal - and maybe even offer ideas to make things better for everyone.

Participating in this debate will promote discussion about the legal age of driving in Victoria fostering critical thinking about rights and responsibilities. It is about encouraging active participation in democratic processes, to promote greater awareness of social justice issues related to transportation access. This then allows young people to engage in civic matters in a more meaningful way.

**Achievement standard – Levels 9 and 10**

**By the end of Level 10, students can:**

* evaluate the Victorian government’s roles and responsibilities at a local and regional level
* evaluate the roles of key democratic institutions in public discourse and ways of sustaining a resilient democracy
* by using a range of sources and perspectives, develop and evaluate questions to best investigate contemporary political, legal and civic issues
* evaluate the effectiveness of democratic decision-making and methods of civic participation, including by participating in civic processes
* evaluate civics and citizenship issues using evidence and diverse perspectives

**Level 9 & 10 Content Descriptions**

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| **Government and Democracy**Code: VC2HC10K02*Students learn about the processes through which government policy is shaped, developed and implemented, including the role of political parties, interest groups, the media and legislative processes.***Elaboration:*** charting the process of the development of a policy from initial idea to enacted legislation
* investigating political parties’, interest groups’ and media organisations’ public viewpoint on one contemporary issue
* evaluating whether policy can effectively resolve a contemporary issue

**The link to the topic:**The debate over whether the driving age in Victoria should be lowered to 17 provides a clear example of how government policy is shaped and implemented through the involvement of political parties, interest groups, the media, and legislative processes. Political parties such as the Nationals have advocated for lowering the driving age to address transport disadvantages faced by rural youth, while interest groups like the Youth Affairs Council of Victoria have highlighted the impact of the current laws on young people’s access to work and education. The media plays a crucial role in raising public awareness and shaping opinions by reporting on community concerns and the arguments of both supporters and opponents. The issue has also been examined by parliamentary committees, which gather evidence and make recommendations - though so far, the evidence has led to proposals to lower the age to 17 rather than 16, mainly due to ongoing road safety concerns. This debate shows how policy development is a complex process involving multiple perspectives, and it raises important questions about whether lowering the driving age can effectively address transport inequality without compromising road safety. |

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| **Citizenship, diversity and identity**Code: VC2HC10K09*Students learn about individual and group participation in, and contribution to, civic life and global citizenship***Elaboration:*** investigating individuals and communities, that actively participate in local and global civic life, and identifying gaps in civic contributions where new groups may need to form, including areas not yet supported online or in person
* investigating how migrant and diaspora communities influence Australian society
* comparing the power held or perceived by different groups and individuals in Australian society

**The link to the topic:**The debate over whether the driving age in Victoria should be lowered to 17 is a strong example of how individuals and groups participate in civic life and contribute to shaping their communities. Young people, parents, and rural residents have actively voiced their opinions through petitions, public forums, and submissions to government inquiries, demonstrating individual and collective engagement in the democratic process. Interest groups such as youth advocacy organizations have also played a key role by highlighting the unique challenges faced by young people in regional areas, where limited public transport affects access to education, work, and social activities. This issue also reveals gaps in civic participation, as not all affected groups—such as newly arrived migrants or young people with disabilities—may have had their perspectives fully represented in this debate. The ongoing discussion encourages the formation of new groups or online communities to ensure that all voices are heard, reflecting the importance of diversity and inclusivity in civic life. By engaging with this debate, students can see firsthand how active participation can influence policy decisions and contribute to a more equitable society. |
| **Citizenship, diversity and identity**Code: VC2HC10K10*Students learn about the challenges to and ways of sustaining a resilient democracy and a cohesive society in Australia and/or in our region or globally.***Elaboration:*** identifying the key characteristics of cohesive, democratic societies, such as cooperation, inclusion, respect and peaceful resolution of conflicts, and the importance of an active and informed citizenry
* examining how a resilient democracy might be at odds with a cohesive society and how this can be resolved

**The link to the topic:**The debate over whether Victoria should lower the driving age to 17 highlights both the strengths and challenges of sustaining a resilient democracy and a cohesive society. On one hand, the issue brings together diverse voices - young people, families, rural communities, road safety experts, and politicians - demonstrating the democratic values of inclusion, cooperation, and active citizenship. Community members have participated through petitions, public forums, and direct appeals to government, reflecting the importance of an informed and engaged community in shaping policy. However, the debate also reveals tensions between democratic responsiveness and social cohesion; while many advocate for greater access and equality for rural youth, others emphasise the need to prioritize community safety and minimise road trauma among young drivers. Finding a path forward requires respectful dialogue, careful consideration of evidence, and a willingness to seek a compromise - such as improving driver training or offering targeted support - so that democracy remains resilient without undermining the safety and unity of society. This ongoing discussion demonstrates how strong debate, respect for differing perspectives, and a commitment to peaceful conflict resolution are essential characteristics of both a healthy democracy and a cohesive community. |

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| **Citizenship, diversity and identity**Code: VC2HC10K11*Students learn about the influence of a range of media, including social media, in shaping identity and attitudes to diversity.***Elaboration:*** analysing how media represent different groups in Australian society, such as Aboriginal and Torres Strait Islander Peoples, immigrant groups, male and female sporting figures and people with disability, and assessing the impact those representations have on community cohesiveness
* examining media and social media ownership and how this influences public opinion and policy, nationally and internationally
* analysing the influence of misinformation and disinformation in media and social media

**The link to the topic:**Media, including social media, plays a powerful role in shaping public attitudes and identity, especially in debates like whether the driving age should be lowered to 17 in Victoria. The way media outlets and social platforms represent the different groups - such as young people, rural communities, or minority populations - can influence how the public perceives the fairness and risks of changing the law. For example, news stories and online petitions often highlight the challenges faced by young people in regional areas who lack public transport, building support for lowering the driving age. However, media ownership and editorial choices can also influence public opinion by focusing on safety concerns or emphasising negative stereotypes about young drivers. Social media boosts a wide range of voices, but it can also spread misinformation or exaggerate risks or benefits, making it harder for the public to form balanced views. The media’s representation of this issue directly impacts community attitudes toward diversity, fairness, and policy decisions, highlighting the need for critical thinking and careful analysis of information in public debates. |

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| **Skills - Investigating contemporary civics and citizenship issues**Code: VC2HC10S01*Students learn to develop and evaluate questions to investigate contemporary political, legal, and civic issues.***Elaboration:*** brainstorming questions about a contemporary local or global issue and then evaluating which question will result in the most useful answer
* developing a question to investigate how the Australian Government has responded to a regional or global issue

**The link to the topic:**When investigating contemporary civics and citizenship issues like the debate over lowering the driving age to 17 in Victoria, students can develop and evaluate questions that lead to deeper understanding and useful answers. For example, students might brainstorm questions such as: "How does Victoria's minimum driving age compare to other Australian states?", "What are the main arguments for and against lowering the driving age?", "How has the Victorian Government responded to petitions and community concerns?", or "What evidence do road safety experts and community members provide about the risks and benefits of lowering the driving age?" Evaluating these questions, the most useful might be: "How has the Victorian Government responded to community and expert input on lowering the driving age, and what evidence has influenced its position?" This question allows students to investigate government responses - such as the repeated rejection of petitions and parliamentary recommendations due to road safety concerns and crash statistics - while also considering the voices of regional communities and experts who argue that lowering the age would improve access to education and employment opportunities. By exploring these aspects, students can critically assess how public policy is influenced by diverse perspectives, evidence, and civic participation. |

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| **Skills - Investigating contemporary civics and citizenship issues**Code: VC2HC10S02*Students learn to evaluate information, data, perspectives, and ideas from a range of sources on contemporary issues.***Elaboration:*** examining possible changes to laws about human rights in Australia or Victoria and the multiple perspectives on these changes

**The link to the topic:**To evaluate information, data, perspectives, and ideas about whether the driving age should be lowered to 17 in Victoria, students need to consider a range of sources and viewpoints. Supporters of lowering the age, especially from regional and rural communities, argue that the current minimum age of 18 puts young people at a disadvantage by limiting their access to jobs, apprenticeships, education, and community participation, particularly where public transport is scarce. They highlight stories of families struggling to juggle work and transport and point to other Australian states where the minimum age is 17 or lower, suggesting Victoria is out of step with national standards. On the other hand, road safety experts and the Victorian Government strongly oppose lowering the age, referring to evidence that younger drivers are at greater risk of crashes, serious injuries, and fatalities, and emphasising the importance of maturity and comprehensive driver training for public safety. Some reports challenge the strength of the evidence linking age and crash risk, suggesting that with proper training and requirements, 17-year-olds could drive safely. By critically examining this mix of personal stories, expert analysis, government statements, and comparative data from other states, students develop the skills to weigh competing perspectives and make informed judgments about the potential impacts of changing the law. |

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| **Skills - Participating in civic processes**Code: VC2HC10S06*Students learn to evaluate the effectiveness of democratic decision-making.***Elaboration:*** analysing the scope of consensus-building and what democratic decision-making may be needed at a bigger scale

**The link to the topic:**Evaluating the effectiveness of democratic decision-making in the debate about lowering the driving age to 17 in Victoria involves analysing how consensus is built and how different voices are included in the process. In this case, the issue has been raised repeatedly in parliament, with MPs, community members, and advocacy groups - especially from regional areas - presenting arguments about the disadvantages faced by young people due to the current minimum age of 18. Parliamentary inquiries have gathered evidence from a wide range of stakeholders, including families, road safety experts, police, and youth organisations, to reflect the democratic principle of considering multiple perspectives. Despite a 2017 inquiry recommending the age be lowered to 17, the Victorian government has so far maintained its position, referring to community safety and accident risk as key concerns. This demonstrates both the strengths and challenges of democratic decision-making: while the process allows for broad participation and the consideration of diverse viewpoints, reaching consensus - especially on contentious issues like balancing safety and opportunity - can be slow and complex. The effectiveness of democracy in this context depends on how well decision-makers listen to the community, weigh evidence, and adapt policies to reflect changing needs and values. |

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| **Skills - Participating in civic processes**Code: VC2HC10S07*Students learn to participate in and evaluate the methods and strategies of civic participation with regard to contemporary issues, from local to global.***Elaboration:*** examining ways in which people under the age of 18 can participate in responding to a contemporary political, legal or civic issue
* determining effective ways to participate in various issues, from school and local issues to global crises
* participating in civic processes in response to a contemporary global issue by creating an awareness-raising campaign at school
* engaging with democratic institutions about a contemporary issue through at least one method of participation, such as letter-writing, a petition and/or contributing to a campaign

**The link to the topic:**Young people under 18 can actively participate in civic processes related to the debate about lowering the driving age to 17 in Victoria through a variety of effective methods. These include signing or organising petitions, writing letters to local MPs or government officials, participating in youth advisory councils, and engaging in awareness-raising campaigns at school or in their communities. Social media platforms also offer powerful tools for young people to share their views, mobilise support, and connect with others who share similar concerns. The Victorian Government’s Youth Policy and local government initiatives encourage young people to have their voices heard in policymaking and service design, recognising their right to be involved in decisions that affect their lives. Participating in youth summits, contributing to community consultations, and collaborating with advocacy organisations are additional strategies that help ensure young people’s perspectives are considered in democratic decision-making about issues like the driving age. These methods not only empower young people to influence outcomes but also strengthen the inclusiveness and effectiveness of civic processes in Victoria. |

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| **Skills - Communicating**Code: VC2HC10S08*Students learn to construct evidence-based arguments using civics and citizenship knowledge, concepts, and different perspectives, and determine the most effective method of communication.***Elaboration:*** using a graphical representation or flow chart to demonstrate the causes of a global crisis and how citizens can respond to it
* creating a poster that demonstrates the human rights of Australians and/or Victorians
* using reflective tools to evaluate how they came to their perspective on a contemporary issue and what evidence they used to come to that perspective, including acknowledging evidence that does not support their perspective
* deliberating about an effective resolution to a global crisis after listening to the views of classmates
* analysing the media and campaign methods of communication in relation to global issues
* analysing the most effective methods of communication when responding to contemporary issues
* determining whether some methods of communication are more effective in particular campaigns

**The link to the topic:** When constructing evidence-based arguments about whether the driving age should be lowered to 17 in Victoria, students should use civics and citizenship knowledge, consider different perspectives, and choose the most effective communication method for their audience. For example, they might gather and present evidence such as crash statistics for young drivers, expert opinions from road safety authorities, and testimonies from regional youth who face transport disadvantages. To communicate their arguments, students could create a persuasive poster or infographic summarising key data and viewpoints or develop a flow chart showing the causes and potential effects of changing the law. Reflective tools, like a written journal or self-assessment, can help students evaluate how they formed their opinions and what evidence influenced their stance - including acknowledging any evidence that challenges their perspective. When aiming to influence decision-makers or the broader community, students might find that a well-written letter to an MP, a social media campaign, or a school-based awareness event is most effective, depending on their target audience. Analysing past campaigns and media coverage can also help students determine which communication strategies - such as petitions, videos, or public forums - are most likely to achieve their goals in the context of the driving age debate. |

**Critical and Creative Thinking Levels 9 and 10**

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| **Questions and Possibilities**Code: VC2CC10Q02*Students learn about when and how to critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives.***Elaboration:*** comparing a creative process that quickly responds to initial judgements to one that intentionally suspends judgements over a period of time, reflecting on the quality of the ideas produced and discussing when each type of process might be used, for example when creating a music work
* discussing the concept of unconscious bias and how this might affect suspension of judgement when engaging with alternative perspectives, and discussing ways to mitigate this
* discussing how challenging assumptions and being open-minded can assist in evaluating ideas to generate possibilities
* exploring when it is appropriate to suspend judgement and when it is not, for the purpose of generating alternative ideas and possibilities

**The link to the topic**When considering whether the driving age should be lowered to 17 in Victoria, students can apply critical and creative thinking by maintaining an open mind to explore a range of perspectives and possibilities. Rather than relying on initial reactions or unconscious biases - such as assumptions about teenage responsibility or safety - they can gather evidence, consider the experiences of young people in rural areas, and look at how other countries manage similar policies. By challenging assumptions and being open-minded, students can offer alternative solutions, like implementing stricter training for younger drivers or compulsory driving safety courses before a licence can be issued to a 17-year-old. Reflecting on the process, they can discuss how keeping an open mind can lead to more balanced and creative ideas and consider when it is appropriate to take time for deeper evaluation versus making quick decisions. This approach helps them critically reflect on their thinking and ensures a fairer, more informed debate about the driving age. |

## 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 from 18 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 the 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. Record your thoughts and opinions in the table provided.**

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

**SAMPLE RESPONSES: (STUDENT ANSWERS WILL VARY)**

**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 at 17 would allow Sarah to get a part-time job and participate in after school sports activities.  |

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| Benefits | Risks  |
| More Freedom: Sarah could get to her job, sports, and social events without relying on the bus or her familyLess Isolation: In rural areas with few transport options, being able to drive would help young people like Sarah feel less isolated or lonelyBetter Opportunities: Driving could make it easier for Sarah to take part in more activities and to find work | **More Accidents**: Young drivers are more likely to have crashes, especially when they first start driving**Safety Concerns**: Lowering the driving age means more inexperienced drivers on the road, which could lead to more injuries or deaths**Job Issues**: Research shows that letting teenagers drive earlier doesn’t really help with youth unemployment in rural areas; there may not be job opportunities in rural areas even if teenagers are legally allowed to drive at the age of 17  |

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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 she can do extra-curricular activities like sport or dancing outside of school, reducing some of the pressure on her parents**.**  |

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| Benefits  | Risks |
| More Independence: Fatima and other teens could get around more easily, especially where public transport is limitedHelps Families: Fatima could help her parents by driving her siblings to school and activities, making family life easierBetter Access: Teenagers could get to jobs, sports, and hobbies more easily | **More Accidents:**Younger drivers are more likely to have car crashes because they have less experience**Less Maturity:**Sixteen-year-olds may not have the same judgment or decision-making skills and self-control as older drivers**Safety Concerns:**Lowering the age could lead to more injuries and deaths on the road |

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| **Scenario 3: Jake 17 borrows his older sister’s car even though he is on is 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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| Benefits  | Risks |
| More Freedom: Teenagers like Jake could get around more easily for school, work, or social activities, especially if they live far from public transport.Same as Other States: Victoria would match other states where you can drive at the age of 16 or 17Start Learning Earlier: Teenagers could get driving experience sooner, possibly with better education about road safety | **More Accidents:** Young drivers are more likely to crash because they have less experience**Not Ready for Tough Conditions:**Like Jake, many 17-year-olds might not know how to handle bad weather or other stressful situations**Still Maturing:** At 17, teenagers may not always make the best decisions or handle distractions well |

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| **Scenario 4: Noah 17, distracted while driving after getting his licence interstate****Background:**Ravi lives in the northern suburbs and has just passed his driving test in the Northern Territory, 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.  |

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| Benefits  | Risks |
| More freedom: Teenagers can get around on their ownSame rules as other states: No need to go interstate to get a licenceStart learning earlier: Can get driving practice sooner | **More accidents:**Young drivers like Ravi are more likely to crash, especially if distracted**Easily distracted:**Friends and phones can take attention off the road**Not always mature:**Sixteen-year-olds may make risky choices |

### 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 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.**

**CORRECTED RESPONSES ARE BOLDED BELOW:**

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

1. twice as likely to have a crash causing injuries to other drivers
2. **three times more likely to have a crash causing injuries to other drivers**
3. 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- 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/information 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**

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| State/Territory | Learner Permit Minimum Age | Provisional LicenceMinimum 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 |

**SAMPLE RESPONSES: (STUDENT ANSWERS WILL VARY)**

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

 The Northern Territory has the lowest driving age at 16 and 6 months.

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

Victoria, because you are required to be 18 when you can go for your probationary driver’s licence.

**3. Do you think the driving age should be the same across Australia? Why or why not?**

The same driving age for the whole of Australia has both advantages and disadvantages. The regulations would be simpler to understand and fairer for all young people if there was a single age, particularly for those who move between states. In most states, drivers must be 17 years old before they are legally allowed to drive. But Victoria's driving age is 18, which some people believe is unjust or unfair. On the other hand, some people argue that the driving age should remain different across states in order to protect everyone because various states have different road conditions and safety concerns. Selecting a single driving age needs a balance between fairness, safety and the specific requirements of each state.

**4. What factors do you think influence the driving age laws in each state? (e.g. population, road safety, public transport availability)**

States set their driving age laws based on factors like road safety concerns, the size of the population, the availability of public transport, local job opportunities, and community attitudes. Rural areas with less public transport often have lower minimum ages, while city areas with more traffic and better transport options may set higher ages or stricter requirements.

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

Different minimum driving ages across states does affect young people's independence. In states with lower driving ages, young people can access work, education, and social opportunities sooner, especially where there is limited public transport. However, these differences can create confusion for those moving between states or living near borders. (e.g. Albury where the minimum driving age is 17 and Wodonga where the minimum driving age is 18)

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

Victoria has a higher minimum driving age (18 years) to help ensure that young drivers are more mature and better prepared to manage the responsibilities of driving. The state focuses on road safety by encouraging more supervised driving experiences through the learner period. This aims to reduce the risk of accidents among young and inexperienced drivers, making the roads safer for everyone.

## 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.**

**SAMPLE RESPONSE (ANSWERS WILL VARY)**

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

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

**Part 1: (2.08 minutes)**

* Identify the need for a new law or amend a current law

**Part 2: (3.12 minutes)**

* Laws need to change to reflect the change needs of society
* A bill which is a proposed law goes through a series of steps before it becomes a law
* Listening to community opinions helps the government develop relevant laws

**Part 3: (1.03 minutes)**

* The relevant minister brings a submission/ suggestion for a new bill to cabinet to be approved for debate in parliament

**Part 4 (3.34 minutes)**

* We have a bicameral system of government in Victoria with two houses the Legislative Assembly which is the House of Government and the Legislative Council
* The key function of parliament is law-making with each bill that is presented to parliament being scrutinised and debated before it becomes law
* Role of the opposition is to hold the government accountable

**Part 5 (3.45 minutes)**

* Most bills start in the legislative Assembly as this is where the state budget is determined
* Bill progresses to the upper house or the legislative Council as a system of checks and balances
* Both houses scrutinise a bill clause by clause to make sure that the bill meets its intended purpose

**Part 6 (0.42 seconds)**

* The governors’ role is to represent the King who is the Head of State
* Royal assent must be granted by the governor after the bill has been passed by both state houses of parliament (Legislative Assembly & Legislative Council)

### 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 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.**

**SAMPLE RESPONSES**

**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)?**

* You must be at least 16 years old in Victoria to obtain a learner permit
* The L plates need to be displayed at the back and the front of the car and people need to be able to see these plates from at least 20 metres away
* You must have a supervising driver at all times when driving who has a full driver’s licence
* You cannot use a mobile phone while driving including hands-free, Bluetooth, or messaging
* No alcohol is allowed so zero blood alcoholic content (BAC) for the learner driver and the supervising driver
* You cannot tow a trailer, caravan or other vehicle
* You must carry you learner permit with you at all times when driving
* If under 21 you need to complete at least 120 hours of supervised driving including 20 hours at night before being eligible for a probationary licence
* More than 4 demerit points a 12-month period may lead to your learner permit being suspended

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

* You must display P plate – red for P1 and green for P2 in the front and back of the car that can be seen for at least 20 metres

**P1 - red P-plate drivers**

* Must not carry more than one passenger aged 16- 22 unless they are immediate family member
* Must have zero blood alcohol reading
* Must not use mobile phones, including hands-free and Bluetooth devices
* Cannot drive a high-powered car
* Towing is only allowed for work/agriculture or with a fully licensed driver next to you
* Accumulating 5 or more demerit points in 12-month period may lead to a license suspension

**P2 – green P-plate drivers**

* Must display green P plates
* Zero blood alcohol and mobile phone restrictions apply
* No restrictions on number of peer passengers i.e. friends
* Cannot drive a high-powered car
* 5 or more demerit points in a 12-month period can lead to a licence suspension

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

* Safety reasons – young inexperienced drivers are more likely to cause crashes especially in their first years of driving, so restrictions help to reduce these risks
* Reduce distractions – banning mobile phones and limiting peer passengers (friends) help new drivers focus on the road and develop safe driving habits
* Prevent crashes through zero alcohol limits and supervision requirements for learners to reduce dangerous driving
* Gradual licensing (learner permit, P1 then P2) and required supervised hours means that drivers gain more experience before driving on their own

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

* Fines for not displaying plates, using a mobile phone while driving and exceeding passenger limits
* Some offences mean demerit points are given; if a learner driver gets four or more, and a probationary driver gets five or more in a 12-month period, this can lead to the suspension or cancellation of the permit or licence
* Cars can be seized for serious driving offences
* Not following the road rules increases the risks of being involved in a car accident with both legal and personal consequences (e.g., injuries)

**Group written response for the scenario: (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?

**Scenarios (one allocated to each group) – sample responses will vary**

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| **Scenario 1:****A learner driver is caught using their mobile phone for directions while driving.****Rules broken:** The learner driver is not allowed to use or touch a mobile phone for any reasons while driving which also means for navigation purposes unless the car is parked**Possible legal and safety consequences:** learner driver will receive a fine of at least $593 and 4 demerit points – which means 1 more demerit point, and their learner permit can be suspended**Why do the rules exist:** these rules exist to keep new drivers focus on the road and their driving and to reduce any distractions which could cause accidents**Advice:** set up the navigation before you start driving; if changes need to be made pull over and park safely first – never touch your phone while driving |

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| **Scenario 2:****A P1 driver is driving late at night with three friends in the car.****Rules broken:** P1 (red P) drivers are only allowed to carry one passenger aged between 16 and 22 who is not an immediate family member, so having three friends in the car breaks this rule**Possible legal and safety consequences/concerns:** The driver can be fined and given demerit points. Too many demerit points can lead to licence suspension. Having lots of friends in this case can be distracting and increases the risk of accidents.**Why do the rules:** exist to keep new drives focused on the road and to reduce distractions as young drivers are more likely to crash if they are not giving the road their full attention**Advice:** Better option is to only drive with one friend at a time unless they are family member, to focus on driving and not be distracted by friends |

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| **Scenario 3:****A learner driver forgets to display their L-plates and is stopped by police.****Rules broken:** Learner drivers must always display their L-plates on the front and back of the car**Possible legal and safety consequences/concerns:** the learner driver can be fined for not displaying their L-plates**Why do the rules exist:** L-plates let other drivers know you are still learning so they can be more patient on the road. It also helps police and driving instructors know you require supervision when driving a vehicle**Advice:** Always check the car before driving to make sure that your L-plates are visible on the front and back. Carry a spare set of plates in the car in case you do forget them |

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| **Scenario 4:****A P2 driver is found to have a blood alcohol concentration/reading (BAC) of 0.02 after a party.****Rules broken:** P2 drivers must have a zero-blood alcohol reading when driving**Possible legal and safety consequences/concerns:** The driver can be fined, get demerit points and could even have their licence suspended. Driving with alcohol in your system even a small amount makes it harder to drive safely as it affects your concentration.**Why do the rules exist:** young drives are less experienced and more likely to crash if they have beendrinking.The purpose of zero BAC is to help keep everyone safe on the roads**.****Advice**: If you drink just do not drive. Plan ahead for a safe way home like using public transport, getting a lift or ordering an uber  |

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| **Scenario 5:****A P1 driver is doing 100 km/h in a 60 km/h and is caught by police.** **Rules broken:** Speeding is illegal and very dangers for drivers especially P1 who can easily lost control of the car they are driving**Possible legal and safety consequences/concerns:** The driver will get a large fine, lose demerit points and could also lose their licence on the spot. Speeding greatly increases the change of a serious or fatal crash.**Why do the rules exist:** Speed limits are set to keep everyone safe. Young drivers are more likely to lose control of the car at high speeds as they are still inexperienced drivers.**Advice:** Always drive within the speed limit. It is better to arrive late than not at all. Speeding is just not worth risking your life or the lives of others. |

## 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 Victoria Police website and then the link on Young Drivers. 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**

 **SAMPLE RESPONSE: ANSWERS WILL VARY**

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

**Task 1: Advice Column**

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| **Dear New Driver:** Congratulations on getting your P-plates! We wanted to share some advice to help you stay safe on the road.**Introduction:**Remember driving is a big responsibility and young Victorians are four times as likely to be involved in a serious car accident than more experienced drivers. **One reason why young drivers may be more likely to be involved in an accident is: one of these or student’s own choice is acceptable*** Lack of experience and road awareness
* Limited ability and skills when young drivers first start driving
* Making poor choices or not judging a situation on the road
* Taking too many risks or underestimating possible risks
* Using drugs and alcohol while driving
* Over excited and confident rather than taking more care on the road

**Three risks for young drivers that you should be aware of are:** * A young driving has five times the risk of being involved in a fatal car crash when they have two or more passengers in the car compared to when they are driving on their own
* A young passenger is more likely be killed in a car when travelling with other young drivers
* A young male driver has a higher risk of being involved in a fatal crash when they have other young male passengers in the car

**Three practical safety tips would be:** * Always keep a safe distance from the car in front so you have time to stop without breaking suddenly
* Use your turn signals whenever you turn or change lanes to let other drivers know of your intentions
* Always wear your seatbelt—it keeps you safe in crashes
* Do not get distracted by phones, changing music, eating, or anything else while driving – focus on the road and other drivers
* Check your blind spots by looking over your shoulder before changing lanes
* Follow all speed limits and slowdown in bad weather as the roads can be slippery if it rains
* Never drink alcohol or use drugs before driving as this affects your level of concentration
* Limit the number of passengers to avoid distractions – drive on your own so you can focus on the road
* Stay calm and patient—don’t drive aggressively and avoid road rage as it never ends well
* Watch out for other drivers and be ready to react safely
* Understand the road rules and follow them

**These simple tips will help you stay safe on the road!****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*

**

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

40.5% of lives lost on the road were drivers compared to 59.5% which were other road users like motorbike drivers, passengers or pedestrians.

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

When you get behind the wheel you are taking risks and need to be aware of the dangers of driving. Be careful to

follow the road laws, wear your seat belt and driving within the speed limit to avoid being in a crash.

**Task 3: Line Chart Analysis**



**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.**

The trend has fluctuated or changed over the last five years. Lives lost on the road in the age group 18 to 25 was 12 in 2021 and increased to 25 in 2023. However, in 2024 there was a significant drop with 10 lives lost on the road in this age group. In 2025, 6 lives have already been lost which is not a good result indicating the need for 18–25-year-olds taking more care when they drive.

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

The highest number of lives in the last five year is in 2023 when 25 lives were lost in this age group. The lowest number of lives lost (excluding 2025) was 2024, when 10 lives were lost in this age group.

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

 **Possible reasons could include:**

* Better roads and safer intersections reducing the risk of accidents for all drivers
* More police cameras to catch speeding and bad driving, so young drivers are taking more care on the roads
* Local projects making streets safer for young people as there is a greater awareness of the road toll and its affect on families and the community
* Road safety lessons and campaigns for young drivers to reduce risk taking on the road
* Police and community groups working together to keep drivers safe

**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.parliament.vic.gov.au/teach-and-learn/Resources/how-a-law-is-made-video-series)

The most common minimum age globally for unsupervised driving is 18 years of age.  However, there are some exceptions where young drivers can start earlier: in countries like Canada and the United States, some regions allow driving as young as 14 or 16, often with parental supervision or a learner’s permit, A few countries also have higher minimum ages, such as Niger in West Africa, where the minimum is 23. So, the general trend it that 18 is the minimum age for driving alone which is the same as in Victoria.

## 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.**

**3. In your group write a policy statement about your point of view which you can 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.

**What is a policy statement:** A statement that outlines or says what the organisation believes on a particular topic like lowering the driving age to 17 in Victoria.

**Policy Statement: Road Safety Australia Opposes Lowering the Driving Age to 17 - SAMPLE**

Road Safety Australia believes that the driving age should not be lowered to 17. We think this would make roads less safe for everyone. Research shows that younger drivers are more likely to be involved in car accidents because they have less experience and may take more risks.

At the moment, people in Australia can usually get their licence at 17 (except for Victoria where it is 18), after spending time learning with a driving instructor or parent. This system helps new drivers gain the skills they need before driving alone. If we let 17-year-olds drive by themselves, they might not be ready for the responsibility, and this could lead to more crashes and injuries.

We do not support lowering the driving age to 17 and strongly oppose any changes to be made to the driving age in Victoria. Keeping the current age limit helps protect young drivers and everyone else on the road.

**Group Perspectives**

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| --- |
| **VicRoads Policy Team** We are a government department focused on road planning, licensing and safety. We give advice to the government on transport policy **Our focus:** * to decide if lowering the driving age is in the public’s best interests
* ensure that roads are safe at all time
* manage the current licensing system
* reducing road fatalities and serious injuries

**We strongly oppose the lowering of the driving age to 17:*** Too many crashes by drivers under 25
* Victoria’s step-by-step licensing system with 18 being the probationary age is recognised as a good model with less young driver crashed
* 17-year-olds are not mature enough to drive responsibly and make poor choices
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| **Youth Voice Alliance**We are not-profit-group that supports the rights and freedoms of young Victorians, especially in the areas of education, work and transport access**Our focus:*** Increase youth independence
* Promote fair treatment of young people
* Reduce transport barrier to create more opportunities for young people

**We support the lowering of the driving age to 17 because:*** 17-year-olds are trusted to work, pay tax and consent to medical treatment so it should extend to driving
* Young people in rural areas are at a huge disadvantage without a car
* Driving could improve mental health and engagement with school or work
* Need to provide more accessible driving lessons for teens
* Give young people more independence and show trust that they will be responsibility
* Young people complete the required hours of training so should be able to drive responsibly
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| **Road Safety Australia (bodies like TAC)**We are a national organisation the promotes road safety and the reduction of car accidents.**Our focus:*** Make sure that policy changes to not lead to more road trauma
* Look at what the data is saying about young drivers
* Consider if 17-year-olds have enough maturity and can control their impulses to drive safely
* How can we minimize the risks with driving if the law does change

**We would not support the lowering of the driving age to 17 because:*** Major concerns that 17-year-olds have a higher risk of crashes, road trauma and fatalities
* Young brains are still developing especially when it comes to decision-making and impulse control
* Potential increased in deaths and injuries on the road
* Young people are inexperienced, take too many risks and make poor decisions when driving
* Peer influence is also a major consideration
* Public health issues with more crashes putting a strain on hospital resources
 |

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| **Parents and Teachers Federation**We are a national body representing parents, carers, educators and school communities**Our focus:*** Young people remain safe, and education remains a priority
* Youth safety
* High levels of school attendance
* Family concerns and pressures

**We would only support the lowering of the driving age to 17 if:*** It can reduce family transport stress as parents must drive their teenagers everywhere
* In rural areas it helps increase school attendance
* Driving may teach responsibility if well support

**We would prefer**: * A pilot program with strict curfews and passenger limits
* Requirement for parental consent for 17-year-old drivers
* Include road safety as compulsory school subject
 |

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| **Motor Industry Council**We represent car manufacturers, dealerships, driving schools and related businesses**Our Focus:*** Support the growth in the automotive industry
* Promote access to driver education
* Encourage responsible car use

**We would support the lowering of the driving age to 17 because:*** More drivers mean more customers
* Driving schools could offer programs targeted at younger learner drivers
* Opportunity to include driving and vehicle technology in education

**We would like to see:*** Subsides for youth driving programs
* Introduction of technology like automatic braking in learner cars
* Public private partnership in your safety campaigns
 |

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| **Rural Access Advocate**We are a community-based organisation focused on promoting transport equality in regional and remote areas**Our Focus:*** Ensure that youth can access education jobs and services
* Reduce rural disadvantages
* Address the gaps in public transport

**We support the lowering of the driving age to 17 because:*** It means youth in rural areas will have better access to education, work and social activities
* Reduce the isolation and missed opportunities of teenagers in country Victoria
* Address community needs
* More opportunities for education and employment, especially apprenticeships, heath services and community activities which are affected by poor public transport and relying on parents to do the driving
 |

## 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.**

**SAMPLE RESPONSES - STUDENT ANSWERS MAY VARY**

**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?**
The key issue is that some Victorian teenagers are illegally obtaining their drivers' licences in other Australian states so they can drive at 17, which is younger than the legal age in Victoria.

**2.** **Why are Victorian teenagers going interstate to get their licences?**

They are doing this because the legal driving age is lower in some other states (like Queensland and New South Wales), allowing them to get a licence at 17, because in Victoria, the minimum age is 18.

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

The risks include breaking the law, facing fines or legal action, and potentially having their licences cancelled. There are also safety concerns, as these drivers may not have completed the required120 hours of driving and they are not mature enough to deal with all the different driving conditions.

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

The police are actively investigating and cracking down on this practice. They are working to identify individuals who obtain licenses illegally by using addresses in states where they are not permanent residents.

**5.** **What message does the news clip give to young people considering this option?**
The message is clear: it is illegal and unsafe to try to bypass the licensing rules. Young people are encouraged to follow the correct process and wait until they are eligible to get their licence in their own state.

**6**. **What are some reasons given for why the legal driving age is higher in Victoria?**
The higher legal age is intended to improve road safety by ensuring drivers are more mature and have more experience before driving independently.

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

They could face legal penalties, including fines, having their licence suspended or cancelled, and possibly having to wait even longer before being allowed to drive legally.

**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)

[Students tell Victorian inquiry not to lower licence driving age ‘for safety reasons’ – ABC News](https://www.abc.net.au/news/2016-08-24/students-tell-inquiry-not-to-lower-driving-age-safety-reasons/7781848)

[Victorian petition pushes to lower driving age – Riverine Herald](https://www.riverineherald.com.au/news/victorian-petition-pushes-to-lower-driving-age/)

[Victorian Liberals promise to lower driving age to 17 if elected – News.com.au](https://www.news.com.au/technology/motoring/motoring-news/victorian-liberals-promise-to-lower-driving-age-to-17-if-elected/news-story/4bf11ff5bda784c3c1ec78e62ca6f74d)

[Should Victoria’s driving age be lowered to 17? ABC Radio Melbourne](https://www.abc.net.au/listen/programs/melbourne-breakfast/p-plates-at-17/104949398)

[Lowering the driving age won’t help young people find work: study finds – Monash University](https://www.monash.edu/news/articles/lowering-the-driving-age-wont-help-young-people-find-work-study-finds)

[Why you should get your learners licence when you’re 16 – LTrent Driving School](https://www.ltrent.com.au/blog/why-you-should-get-your-learners-licence-when-youre-16/)

[Victoria’s driving age under review – Car Explore](https://www.carexplore.com.au/victorias-driving-age-under-review/)

[Inquiry into lowering the probationary driving age in Victoria to Seventeen – Youth Affairs Council Victoria](https://www.yacvic.org.au/assets/Documents/Lowering-Victorias-Probationary-Driving-Age-2017.pdf)

[Victorian high school students go interstate to get their drivers’ licences at 17 – Herald Sun](https://vctagroup-my.sharepoint.com/%3Ab%3A/g/personal/geoffrey_oneill_ncsonline_com_au/EZNoKtayjb5Pm_8g7K2uogcBwkLScyK7iIsfxEaz0xkxLQ?e=fNDniC)

**Task 3: Media Hunt Worksheet:**

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

Who wrote this article? What is their perspective?

**2. Main Argument**

What is the main argument or message of the article?

**3. Fact or Statistic**

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

**4. Target Audience**

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

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

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

**Activity 5: Task 3 Suggested Responses**

**Article 1:** [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)

**Worksheet:**

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

The article was written by a journalist from ABC News. The perspective is mainly to report on the push by politicians, especially Nationals MP Gaelle Broad, to lower the age for getting a P-plate (provisional driver’s licence) in Victoria. The article shares views from politicians, young people, and families to inform readers about the debate on this topic and the reasons behind.

**2. Main Argument**

The main argument of the article is that Victoria should lower the age for getting a P-plate from 18 to 17. This change would make Victoria’s rules the same as other states in Australia and help young people, especially those in rural areas, get to work, training, or school more easily. Supporters say this would give young people more opportunities and reduce disadvantages for those who don’t have access to reliable public transport.

**3. Fact or Statistic**

A fact from the article that supports the main point is: “Victoria is currently the only state or territory in Australia that still requires P-plate drivers to be aged 18 or over.” In other states, you can get your P-plates at 17, and in the Northern Territory, you can get them at 16 and a half.

**4. Target Audience**

The intended audience for this article is the general public, especially people in Victoria. It is also aimed at young people, their families, and anyone interested in road safety or youth issues. The article explains the issue in a way that helps people understand why the change is being discussed and how it could affect young Victorians.

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

* The article highlights that young people in rural and regional areas are more affected because they often need to travel long distances and have less access to public transport.
* Some families have to drive hundreds of kilometres each week to help their children get to work or school because the kids can’t drive themselves until they are 18.
* Supporters of lowering the age say there is no evidence that having the P-plate age at 17 in other states causing more safety problems.
* The article also mentions that getting a licence earlier could help young people start apprenticeships, jobs, or further education sooner, which can improve their future job prospects.

**Article 2:** [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)

**Worksheet:**

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

This article is written by a journalist from The Age. The journalist shares the views of doctors and road safety experts who warn against lowering the driving age in Victoria. Their perspective is focused on health and safety, explaining why they think it is risky for younger people to drive on their own.

**2. Main Argument**

The main argument of the article is that Victoria should not lower the minimum driving age from 18 to 17. Doctors and road safety experts believe that younger drivers are more likely to have accidents because they are less experienced and their brains are still developing. They say keeping the driving age at 18 helps keep young people and others on the road safer.

**3. Fact or Statistic**

A fact from the article that supports the main point is that there are already too many young drivers aged 18 to 25 in road crashes and injuries. Experts warn that letting even younger drivers on the road could make this problem worse.

**4. Target Audience**

The intended audience for this article is the general public, especially parents, teenagers, and people interested in road safety. The article is written to help people understand the risks of lowering the driving age and why experts are concerned.

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

* Doctors say that teenagers’ brains are still developing, especially the parts that help them make good decisions and control impulses.
* Road safety experts point out that more young drivers on the road could lead to more accidents and injuries.
* Victoria’s current system, which makes people wait until 18, is designed to protect young people and reduce road deaths.
* Some people argue that lowering the age would help young people in rural areas, but experts believe safety should come first.

**Article 3:** [Students tell Victorian inquiry not to lower licence driving age ‘for safety reasons’ – ABC News](https://www.abc.net.au/news/2016-08-24/students-tell-inquiry-not-to-lower-driving-age-safety-reasons/7781848)

**Worksheet:**

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

This article was written by a journalist from ABC News. The article shares the opinions of students who spoke to a government inquiry. The students’ perspective is that they do not want the driving age in Victoria to be lowered for safety reasons.

**2. Main Argument**

The main argument of the article is that the driving age in Victoria should not be lowered from 18 to 17. The students believe that lowering the age would make the roads less safe because younger drivers have less experience and are more likely to take risks.

**3. Fact or Statistic**

A fact from the article that supports the main point is that Victoria has a lower rate of young driver deaths compared to most other states in Australia. This is partly because the driving age is higher and there are stricter rules for new drivers.

**4. Target Audience**

The intended audience for this article is the general public, especially parents, students, teachers, and people interested in road safety. The article helps readers understand the safety concerns about lowering the driving age.

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

* Students said that keeping the driving age at 18 helps protect young people from being involved in serious accidents.
* Victoria’s licensing system is stricter than in other states, with more required hours of driving practice and more rules for new drivers.
* There are programs in schools to teach students about safe driving and the risks on the road.
* Some students think that instead of lowering the driving age, there should be better public transport and more support to help young people get around safely.

**Article 4:** [Victorian petition pushes to lower driving age – Riverine Herald](https://www.riverineherald.com.au/news/victorian-petition-pushes-to-lower-driving-age/)

**Worksheet:**

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

The article was written by a journalist from the Riverine Herald. The journalist is reporting about a new petition in Victoria that is asking the government to lower the minimum driving age from 18 to 17. The article mostly shares the views of people who support the petition, like politicians and families.

**2. Main Argument**

The main argument of the article is that the driving age in Victoria should be lowered from 18 to 17. Supporters of this idea say it will help young people, especially those in country areas, get to work, school, and other places more easily. They believe the current age makes life harder for young people compared to other states.

**3. Fact or Statistic**

A fact from the article that supports the main point is that Victoria is the only state in Australia where you must be 18 to get your P-plates. In most other states, teenagers can get their P-plates at 17.

**4. Target Audience**

The intended audience for this article is the general public, young people, their families, and anyone interested in driving laws and youth issues in Victoria.

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

* Many people in rural and regional areas struggle because they don’t have access to good public transport.
* Supporters of the petition say that lowering the driving age would help young people get jobs, start apprenticeships, and be more independent.
* There is a lot of interest in the petition and that it is being discussed in the Victorian Parliament.
* Some people worry about road safety, but supporters believe that with proper training, 17-year-olds can drive safely.

**Article 5:** [Victorian Liberals promise to lower driving age to 17 if elected – News.com.au](https://www.news.com.au/technology/motoring/motoring-news/victorian-liberals-promise-to-lower-driving-age-to-17-if-elected/news-story/4bf11ff5bda784c3c1ec78e62ca6f74d)

**Worksheet:**

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

The article is written by a journalist from News.com.au. The journalist is reporting on the Victorian Liberal Party’s promise to lower the driving age to 17 if they win the election. The article shares what the politicians are saying and explains what this promise could mean for young drivers.

**2. Main Argument**

The main argument of the article is that the Victorian Liberal Party wants to lower the minimum age for getting a P-plate licence from 18 to 17. They believe this will help young people, especially in rural areas, have more independence and better access to work, study, and other opportunities.

**3. Fact or Statistic**

A fact that supports the main point is that Victoria is the only state in Australia where you must be 18 to get your P-plates. In most other states, you can get them at 17.

**4. Target Audience**

The intended audience for this article is the general public, especially young people, their families, and voters in Victoria. The article is meant to inform people about what the Liberal Party is promising and how it might affect them.

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

* Young drivers could be better prepared to become safe road users.
* Those living on the borders with other states where the driving age is lower are disadvantaged.
* Victorian learner drivers would still be expected to complete 120 hours of supervised driving before they can still their practical driving test.

**Radio Piece 6:** [Should Victoria’s driving age be lowered to 17? ABC Radio Melbourne](https://www.abc.net.au/listen/programs/melbourne-breakfast/p-plates-at-17/104949398)

**Worksheet:**

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

This radio segment is from ABC Melbourne Breakfast, which is a news and talk radio show. The presenters are journalists discuss whether the driving age for P-plates in Victoria should be lowered to 17. They share different opinions from the community, politicians, and experts to help listeners understand the debate.

**2. Main Argument**

The main message of the segment is to look at the arguments for and against lowering the P-plate age to 17 in Victoria. It looks at how this change could help young people, especially in rural areas, but also considers concerns about road safety and whether younger drivers are ready for the responsibility.

**3. Fact or Statistic**

A fact that supports the discussion is that Victoria is the only state in Australia where you must be 18 to get your P-plates. In most other states, teenagers can get their P-plates at 17.

**4. Target Audience**

The intended audience is people living in Victoria, especially young people, their families, and anyone interested in driving laws or road safety.

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

* Highlights the limited public transport in regional areas of Victoria which is why young people need to be able to drive at an earlier age.
* Refers to the New South Wales where young learners who do safe driving course can have hours credited to the 120 hours they need to complete before they can go for their licence.
* With the lower driving age can separate driving from the legal age to drink which will help young people make better choices.

**Article 7:** [Lowering the driving age won’t help young people find work: study finds – Monash University](https://www.monash.edu/news/articles/lowering-the-driving-age-wont-help-young-people-find-work-study-finds)

**Worksheet:**

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

This article was written by a communications officer from Monash University. The perspective is based on research done by university experts, especially Dr. Alexa Delbosc from the Institute of Transport Studies.

**2. Main Argument**

The main argument of the article is that lowering the driving age in Victoria from 18 to 17 will not help more young people find jobs, even in country areas. The study found that being able to drive at a younger age does not make a big difference to youth unemployment**.**

**3. Fact or Statistic**

A fact from the article that supports the main point is:
“17-year-olds in Victoria were less likely to be unemployed than 17-year-olds in the rest of Australia where they can legally drive at that age**.”**

**4. Target Audience**

The intended audience for this article is the general public, especially people interested in road safety, young people, their families, and policy makers. The article is also aimed at people who want to know the facts about driving laws and youth employment.

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

* The study found that the overall unemployment rate in an area is more important for youth jobs than the driving age.
* Lowering the driving age could increase the risk of accidents and injuries for young drivers.
* The research was shared with the Victorian Parliamentary Inquiry looking at the driving age.
* Even though some people in rural areas might find it easier to get a job if they could drive at 17, the safety risks are higher, and the economic benefit is small.
* Victoria has the highest minimum driving age in Australia (18 years old).

**Article 8:** [Why you should get your learners licence when you’re 16 – LTrent Driving School](https://www.ltrent.com.au/blog/why-you-should-get-your-learners-licence-when-youre-16/)

**Worksheet:**

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

This article was written by an employee or consultant from LTrent Driving School. Their perspective is that of a driving instructor or road safety educator. They want to help young people learn to drive safely and encourage them to get their learner’s licence as soon as they turn 16.

**2. Main Argument**

The main argument of the article is that it is a good idea to get your learner’s licence at 16 instead of waiting until you are older. The writer says this gives you more time to practice driving, helps you learn safe habits, and teaches you responsibility and independence**.**

**3. Fact or Statistic**

**A fact from the article that supports the main point is:
“**You need 120 driving hours and in Victoria, there are no bonuses for using a driving instructor.”
This means starting at 16 gives you more time to complete these hours without rushing.

**4. Target Audience**

The intended audience is teenagers in Victoria who are thinking about getting their learner’s licence, as well as their parents. The article is written to help young people, and their families understand the benefits of starting to learn to drive as soon as possible.

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

* Having more time to practice helps you remember safe driving habits better.
* Learning to drive teaches you responsibility because you oversee your safety and the safety of others.
* Driving is a difficult skill, and starting early gives you more time to learn everything you need to know.
* Rules are important for safety on the road, even if some rules might seem annoying.

**Article 9:** [Victoria’s driving age under review – Car Explore](https://www.carexplore.com.au/victorias-driving-age-under-review/)

**Worksheet:**

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

This article was written by a writer from CarExplore. The article shares different opinions from young people, parents, politicians, and road safety experts.

**2. Main Argument**

The main message of the article is that there is a strong debate about whether lowering the driving age in Victoria would help young people, especially in regional areas, get jobs and be more independent. However, road safety experts and the government are worried that lowering the age could lead to more car accidents and injuries.

**3. Fact or Statistic**

A fact from the article that supports the main point is:
“Young drivers continue to have more crashes resulting in death and serious injury than any other group of motorists, which is why the driving age of 18 remains in place.”

**4. Target Audience**

The intended audience is the general public, especially young people in Victoria, their families, and anyone interested in driving laws or road safety.

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

* Young people in country towns find it hard to get jobs without a licence because public transport is limited.
* Some families help their children get licences in New South Wales or other states/territories with lower drive ages, at 17 so their children can drive sooner.
* Politicians like Nationals MP Gaelle Broad are pushing for the law to change, but road safety experts and the government are against it.
* Experts say maturity is important for safe driving and that younger drivers are more likely to have serious crashes.
* Some people believe that with the right training, some 17-year-olds are ready to drive safely.
* The government says there are no plans to lower the driving age because of safety concerns.

**Article 10:** [Inquiry into lowering the probationary driving age in Victoria to Seventeen – Youth Affairs Council Victoria](https://www.yacvic.org.au/assets/Documents/Lowering-Victorias-Probationary-Driving-Age-2017.pdf)

**Worksheet:**

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

This article was written by Dr. Jessie Mitchell, Policy Manager at the Youth Affairs Council of Victoria (YACVic). YACVic is a youth advocacy group that works to support young people in Victoria. Their perspective is to consider both the opportunities and risks for young people if the driving age is lowered, focusing on youth safety, access, and fairness.

**2. Main Argument**

The main argument of the article is that while lowering the driving age to 17 could help some young people, especially in rural areas, get jobs and/or access education, there are also serious safety concerns. YACVic wants any changes to focus on keeping young people safe, making sure everyone has fair access to transport, and supporting those who can’t afford to drive.

**3. Fact or Statistic**

A fact from the article that supports the main point is:
“In their first year of driving, young drivers in Victoria are almost four times more likely to be involved in a fatal or serious crash than more experienced drivers.”

**4. Target Audience**

The intended audience is the Victorian government, policymakers, and anyone interested in youth issues—like young people, parents, teachers, and community groups. The article is written to help these groups understand the risks and benefits of lowering the driving age.

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

* Not all young people want or can afford to drive, and some face barriers like the cost of lessons and/or not having access to a family car.
* There are programs to help disadvantaged young people get their licence, like the L2P program, which pairs them with volunteer mentors.
* Public transport should be improved, especially in country areas, so young people who can’t drive still have options to get around.
* YACVic supports high-quality driver education and more support for young people to become safe, independent drivers, rather than just lowering the driving age.
* Lowering the driving age won’t solve all transport problems for young people, and safety must always come first.

**Article 11:** [Victorian high school students go interstate to get their drivers’ licences at 17 – Herald Sun](https://vctagroup-my.sharepoint.com/%3Ab%3A/g/personal/geoffrey_oneill_ncsonline_com_au/EZNoKtayjb5Pm_8g7K2uogcBwkLScyK7iIsfxEaz0xkxLQ?e=fNDniC)

**Worksheet:**

**1. The writer’s perspective or point of view**
The article was written by a journalist from the Herald Sun. The article is highlighting a trend where Victorian high school students are travelling interstate to get their driver’s licences at 17, since Victoria only allows probationary licences from 18.

**2. Main Argument**
The main argument of the article is that Victorian teenagers are going to other states to get their driver’s licences earlier than they can in Victoria, which raises concerns about fairness, road safety, and the effectiveness of Victoria’s current licensing laws. The article suggests that the higher driving age in Victoria is making some young people look for ways around the rules, and this could have safety and legal consequences.

**3. Fact or Statistic**
A fact supporting the article’s main point is that Victoria is the only state in Australia where you must be 18 to get your probationary driver’s licence, while in most other states you can get it at 17.

**4. Target Audience**
The intended audience for this article is likely Victorian students, their parents, educators, and policymakers. The topic is especially relevant to high school students who are thinking about getting their licence, as well as families and officials concerned about youth mobility and road safety.

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

* Some students feel limited by Victoria’s higher driving age, especially in regional areas where public transport is poor, making it harder for them to get to work or school.
* There are concerns that lowering the driving age could increase road accidents among young drivers, but some reports suggest there isn’t a big difference in risk between 17-and 18-year-olds if proper training and restrictions are in place.
* Calls for the Victorian government to reconsider its laws or introduce exemptions for young people who face hardship due to the higher driving age.

## Activity 6: News Report - Group Activity and Initial Vote on the Convention Topic

**Learning Intention**

We will explore both sides of the debate on whether the driving age should be lowered to 16 in Victoria by creating a documentary style news segment.

**Success Criteria**

I can present both arguments for and against lowering the driving age to 16 using relevant facts or statistics.

**Task Instructions:**

**1. You can work in pairs or in a group of 3 students to complete this activity.**

**2. Your teacher will decide whether you are presenting the news report that supports the lowering of the driving age to 17 or opposes it.**

**3. Use the information you have been given to write a news script that you can then read to the rest of the class. It can be an interview style, news presenter only etc.**

**3. Each pair or group will present their new report to the rest of the class.**

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

**Information that can be used to write each of the two scripts:**

**ARGUMENTS TO SUPPORT THE LOWERING OF THE DRIVING AGE IN VICTORIA FROM 18 TO 17**

**Increased independence** – 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.

**Improved Driving Skills** – 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.

**Improved Access to Employment Education and other Activities** – lowering the driving age would allow teenagers to have more opportunities to work as they can access jobs out of their suburb, seek more educational opportunities, and participate in extra curricula activities like sport and dance.

**Consistency with Other States and Territories** - 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.

**Meeting Family and Community Needs-** 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.

**Potential for Graduated Licensing Benefits:** introducing driving education programs in schools next to 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 improve road safety.

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**Sample script in favour of supporting the lowering of the driving age:**

**Presenter:**Good evening. Tonight, we are exploring a hot topic dividing Victorians—should the legal driving age be lowered from 18 to 17? Supporters say it is time for change, arguing that a lower driving age could mean more independence, better job prospects, and consistency with the rest of Australia. Let us take a closer look at the arguments in favour of this change.

***Reporter on location***

**Reporter:**Thanks. Right now, Victoria stands alone as the only state in Australia where you must be 18 to get your probationary driver’s licence. In states like New South Wales and Queensland, teenagers can hit the road at 17, and in the Northern Territory, it’s even younger. So, why are so many young Victorians calling for change?

**Interview: a Local Teenager**

**Teenager:**“If I could drive at 17, I wouldn’t have to rely on my parents or wait for late buses. It would make getting to work, school, and sports so much easier—especially at night when public transport isn’t safe or available.”

***Back to Reporter***

**Reporter:**Many teenagers share this view. Lowering the driving age could give young people more independence, especially in regional areas where public transport is limited. Parents in country towns say it’s tough juggling work and family commitments while driving their kids everywhere. For families in these areas, a lower driving age could relieve some of the pressure.

***Go to Image: Job and Education Opportunities***

**Reporter (using Voiceover):**It’s not just about getting around. Many employers expect young people to have a licence. Without one, teenagers can miss out on jobs opportunities, apprenticeships, and even after-school activities like sport or dance. Lowering the driving age could open doors for thousands of young Victorians.

***Go to Interview of a Driving Instructor***

**Driving Instructor:**Starting earlier means more time to develop safe driving habits. If we combine a lower age with compulsory defensive driving courses, we could see better-prepared drivers on Victorian roads.

***Back to Reporter***

**Reporter:**Supporters also point out that lowering the driving age would bring Victoria in line with the rest of Australia, reducing confusion for young people who move between states for study or work. Some even cross the border to get their licence earlier, creating inconsistencies and administrative headaches.

***Go to another Image: Possible Safety Benefits***

**Reporter (using Voiceover):**There’s also the argument that separating the age for driving and drinking—currently both at 18—could improve road safety. If teens start driving at 17, there’s a two-year gap before they can legally drink, possibly reducing the risk of drink-driving incidents.

***Back to Presenter in Newsroom***

**Presenter:**To sum up, supporters of lowering the driving age in Victoria say it would:

* Increase independence for young people
* Improve access to jobs, education, and activities
* Ease the burden on families, especially in regional areas
* Bring Victoria in line with other states
* Potentially improve road safety with the right training programs

But the debate is not over. Road safety experts warn about the risks, and the government currently has no plans to make the change. For now, the conversation continues.

That is all for tonight’s special report. What do you think—should the driving age in Victoria be lowered to 17? Let us know your thoughts.

**ARGUMENTS TO OPPOSE THE LOWERING OF THE DRIVING AGE FROM 18 TO 17**

**Road safety concerns** - 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 17 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.

**Maturity levels** - 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.

**Parental responsibility** - 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.

**Limited Economic or Employment Benefit** - research from Monash University and others has found no significant link between a lower licensing age and youth employment rates, even in regional areas.

**Victoria’s Strong Safety Record** - 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.

**Potential for Increased Harm in Rural Areas** - 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.

**Brain Development** - 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.

**International Trends** - many countries are either maintaining or increasing their minimum driving ages due to safety concerns associated with young drivers.

**Limited Impact on Youth Unemployment** - 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.

**Peer Influence and Risky Behaviour** - 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.

**Insurance Cost Issues** - insurance premiums for younger drivers are very high due to the higher risk, which may create financial stress for families.

**Sample script opposing the lowering of the driving age:**

***Presenter at desk***

**Presenter:**
Many experts, parents, and community leaders have serious concerns about lowering the driving age in Victoria to 17. Let’s examine why.

***Go to Reporter on Location***

**Reporter:**
Thanks. Road safety is the biggest worry for those against lowering the driving age. Statistics from the Transport Accident Commission show that young drivers are already at a much higher risk of being involved in accidents. In fact, the TAC estimates that even lowering the age to 17 could result in 10 extra deaths, 235 serious injuries, and 700 other injuries every year.

***Go to image: Road Safety Concerns***

**Reporter using Voiceover:**
Sixteen-year-olds may not have the maturity or experience needed to handle the responsibility of driving. Research shows that the parts of the brain responsible for decision-making and impulse control are still developing well into our twenties. This means younger drivers may make riskier choices on the road.

***Go to Interview with Road Safety Expert***

**Road Safety Expert:**
"Young drivers are more likely to be influenced by their friends and take risks, especially when there are several teenagers in the car. This can lead to dangerous situations and, sadly, more accidents."

***Back to Reporter***

**Reporter:**
Parents would also face extra pressure if the driving age is lowered. They’d need to supervise and support their teenage drivers even more, which can be stressful and time-consuming.

***Go to image: Economic or Financial Impact***

**Reporter using Voiceover:**
Some people argue that lowering the driving age would help young people get jobs, especially in regional areas. But studies from Monash University have found no clear link between a lower licensing age and higher youth employment rates. In other words, being able to drive earlier doesn’t guarantee more jobs for teenagers.

***Go to Interview: with Insurance Agent***

**Insurance Agent:**
"Insurance costs for young drivers are already very high because they’re a bigger risk on the road. Lowering the driving age could make it even more expensive for families."

***Go back to Reporter***

**Reporter:**
Victoria also has one of the best safety records for young drivers in Australia. Experts say this is thanks to the higher minimum driving age. Lowering the age could undo this progress and lead to more tragedies, especially in rural areas where road deaths are already higher.

***Go to Image of International Trends***

**Reporter using Voiceover:**
It’s not just Victoria. Many countries around the world are actually keeping or even raising their minimum driving ages because of these safety concerns.

***Go Back to Presenter in Newsroom***

**Presenter:**
So, to sum up, the main arguments against lowering the driving age to 17 are:

* More road safety risks and potential for serious accidents
* Sixteen-year-olds may not have the maturity or brain development for safe driving
* Extra stress and responsibility for parents
* No real proof that it will help youth employment
* Higher insurance costs for families
* Victoria’s strong safety record could be at risk
* International trends are moving towards higher, not lower, driving ages

It’s a complex issue with strong opinions on both sides. What do you think? Should Victoria keep the driving age at 18? Let us know your thoughts.

Thanks for watching. Good night!

## 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 opinion 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 this information to write a short report summarising the information you have gathered.**

**ANSWERS WILL VARY**

**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:**

**SAMPLE RESPONSE (ANSWERS WILL VARY)**

We did a survey to gather opinions from a wide range of people about whether the minimum driving age in Victoria should be lowered from 18 to 17. We interviewed 8 people, including teenagers, young adults, parents, and older community members. Our questions covered their driving experience, readiness, concerns, and suggestions for new driving laws.

Our survey found that the majority of people interviewed do not support lowering the driving age in Victoria to 17. The main reasons were concerns about safety, maturity, and the risk of accidents. However, some people - especially those in rural areas - see benefits if extra training is provided. Most of the people we interviewed agree that if the driving age is lowered, to 17 strict safety driving courses should be required.

## 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.**

**ANSWERS WILL VARY**

**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

**Sample Facebook Entry**

Should Victoria Lower the Driving Age to 17?

More Freedom. More Opportunity

* Give teens more independence to get to school, work, and social activities
* Help families in regional areas who struggle with a lack of public transport
* Bring Victoria in line with other states

But What About Safety?

* Are 17-year-olds mature enough for the road?
* Could more young drivers mean more accidents?

What do YOU think?
Tell us below!
#DriveVicDebate #TeensOnTheRoad #HaveYourSay

## Activity 3: Diary Entry Activity and Final Vote on the Convention Topic

**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 What is a diary entry?**

**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***

**SAMPLE RESPONSE: ANSWERS WILL VARY**

**Date: 20 August 2025**

**Dear Diary,**

Today was an exciting and nerve-wracking day because I participated in the school convention debating whether the driving age in Victoria should be lowered to 17. I wasn’t sure what to expect, but I knew it was a big topic that affects a lot of young people like me.

**What I observed at the Convention:**

The atmosphere in the room was buzzing with energy. Everyone seemed eager to share their opinions, and there was a real mix of nerves and excitement. Some students were really passionate about giving teenagers more independence, while others were worried about road safety. I noticed that people listened respectfully, even when they disagreed, and some of the arguments made me think twice about my own views.

**How I Feel About the Debate Topic:**

At first, I was leaning towards supporting the idea of lowering the driving age. The thought of being able to drive myself to school, work, or sports practice sounded amazing. I also liked the argument that it would help families in regional areas who struggle with transport. But as I listened to the other side, I started to worry about the risks.

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

* Road safety experts said that 17-year-olds are more likely to be involved in accidents, and the statistics weren’t good
* Some people explained that our brains are still developing at 17, especially the parts that help us make good decisions and control our impulses
* I also learned that Victoria has a really good safety record for young drivers compared to other states, which might be because of the higher driving age
* Insurance costs would go up for families, and there’s no real proof that lowering the age would help teenagers get more jobs

**Reflection on Convention:**

The debate made me realise how complicated these issues are. I was surprised by how much evidence there was against lowering the age, and it made me rethink my position. I also learned that laws like this are about more than just convenience - they’re about keeping people safe. I felt proud to be part of the discussion and to hear so many different opinions.

**My Final Thoughts:**

After today’s Convention, I am even more interested in how laws affect young people. I think I’ll talk to my parents about what they think and do some more research on road safety. For now, I believe the driving age should stay at 18, but I’m glad I got to hear both sides of the argument.

## 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.

##

## ADDITIONAL TEACHER REFERENCES

You may find these resources helpful to unpack the topic as you prepare for the Convention with your students.

|  |  |
| --- | --- |
| **Suggested Resource** | **Overview** |
| [Are we teaching young drivers too late? Your Life Choices](file:///C%3A/Users/BethWoodhead/AppData/Local/Microsoft/Olk/Attachments/ooa-fbc0a547-861a-480c-ad27-5dda6857ebbf/70fa4298a6a78532d02e860f77e16966b8c61396b1deafe9589b1b3929a7339f/Are%20we%20teaching%20young%20drivers%20too%20late)   | Driving instructors say that young people often learn to drive better before they turn 17, because they are more focused, eager to learn, and pick up safe driving habits more quickly |
| [No plans to lower driving age in Victoria despite petition – Geelong Times](https://timesnewsgroup.com.au/geelongtimes/news/no-plans-to-lower-driving-age-in-victoria-despite-petition/)  | Short article about the petition that was presented to the Victorian government with over 2000 signatures, but the Department of Transport and Planning has no plans to reduce the age.  |
| [Inquiry into lowering the probationary driving age in Victoria to seventeen – Parliament of Victoria](https://fionapatten.com.au/wp-content/uploads/2020/04/Final_Report_-_Lowering_the_Probationary_Driving_Age.pdf)  | The Victorian Parliament established an investigation to discuss the probationary (P-plate) driving age reducing from 18 to 17, aligning it with majority of Australian states and territories, where the minimum age is 17. In Australia, Victoria stands out for mandating a minimum age of 18 for probationary drivers, a restriction based on its emphasis on road safety. |
| [Victoria – the only state you have to wait to 18 to get your license! Brad Battin MP YouTube](https://youtu.be/5MUKQuq2b9o?si=YVcXb_p2PtNf-) (1.31 minutes) Parliamentary Speech on 8th March 2023 | Brad Battin MP speaks about how 17-year-olds in Wodonga, Victoria, do not have the same opportunities as 17-year-olds in Albury, New South Wales, because the government in Victoria won't lower the driving age to match the rest of Australia. |
| [Lowering the probationary driving age in Victoria – Gaelle Broad MP YouTube](https://www.youtube.com/watch?v=jFAYrAYLihs) (2.08 minutes) Parliamentary adjournment to the Minister for Roads from the Member for North Victoria | Gaelle Broad MP discusses how Victoria is the only state in Australia that requires probationary license holders to be 18 or older. She argues that young people in rural areas are disadvantaged because they don't have public transport to access jobs and apprenticeships. |
| [Renewed calls to lower the driving age to help boost job prospects for young Aussies after a petition gained tens of thousands of supporters – Daily Mail Australia](https://www.dailymail.co.uk/news/article-10436965/Teen-launches-petition-LOWER-driving-age-help-boost-job-prospects-young-Aussies.html)  | Article is about a teenager who launched a petition to lower the driving age to help boost job prospects for young Australians. |