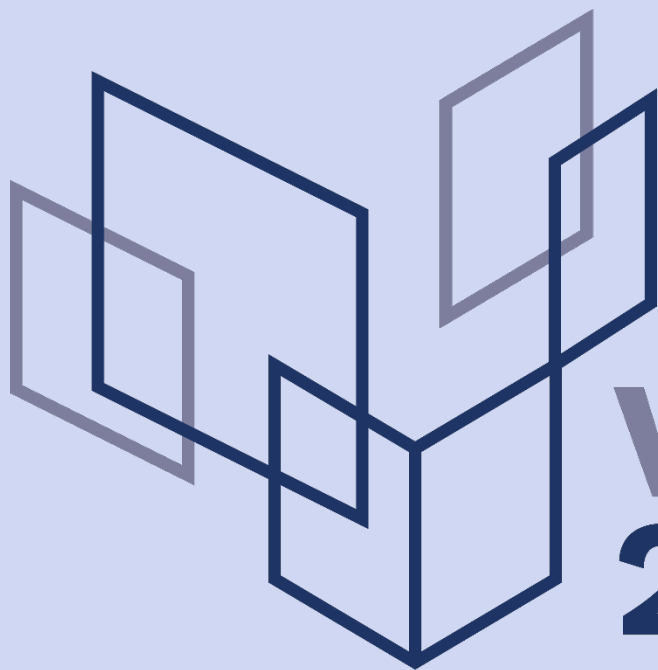


Parliament
of Victoria

Teacher guide: Set-up and implementation



VICTORIA
2050

About this resource

Victoria 2050 is a scenario-based learning experience, that immerses students in parliamentary decision-making and the potential long-term effects of these decisions. Through engaging with a mock parliamentary process of passing a bill followed by a future-focused design challenge, students explore potential impacts on population change, how resources are allocated, how priorities are negotiated, and how those decisions shape communities over time.

The experience is divided into two connected parts:

Part 1. Preparing for the future: Passing a bill through parliament

- Students explore the process of forming political parties, representing electorates, proposing and debating bills in parliament

Part 2. Imagining the future: Future-focused design challenge

- Students complete design challenges based on the decisions made by parliament, exploring the consequences of those decisions on Victoria in the year 2050

All information provided to students is generated from real parliamentary committee reports examining the impacts of population growth across different service areas and industries.

Victoria 2050 supports students to develop understanding of:

- Parliamentary processes
- Democratic decision-making
- Negotiation and compromise
- Representation and advocacy
- Evidence-based argument
- Resource constraints
- Long-term policy consequences

The experience enables students to understand not only how laws are made, but how decisions made now may shape Victoria's future. This process reinforces the idea that not everything can be prioritised, particularly when resources are limited. Resources are framed broadly to include financial, physical and human resources.

Structure

Set-up

The set-up section provides details on the various assets needed to complete Victoria 2050, including:

- the purpose of each of the cards
- a description
- recommended printing sizes and quantities, with any additional advice for printing additional supporting resources

There is also a list of additional assets that can be used to support student learning, optional assets to either extend or enhance the learning and additional resources that can be incorporated to further support student engagement.

Implementation

This section explores in detail how to implement both parts of the experience, including:

- a recommended order for introducing information
- sample instructions (where appropriate)
- explanations of what students are required to do

Exploring the learning & Options and extensions

The *Exploring the learning* section breaks down some of the different learning opportunities in Victoria 2050, whilst the *Options and extensions* section explores how Victoria 2050 is flexible and can be adapted to suit different class sizes, abilities and timeframes.

Both of these sections can be found in the *Teacher guide: Exploring the learning, options and extensions*.

Set-up

Political party cards

There are four types

- Government
 - the largest group of students with a total of 50%+1 of the class
- Opposition
 - the second largest group of students
- Minor party/s
 - Small group of students that can form one or two (or more) minor parties
- Independent/s
 - Don't belong to a party and work independently
 - Can be one or more individuals, each working independently
 - Can be used for students who may work better alone

Based on a class of 24, the recommended split into parties is:

- 13 government members
- 7 opposition members
- 3 minor party members
- 1 independent

The numbers of the opposition, minor party and independent members can change, however, the opposition is always the largest non-government party, and the government must have a majority (50%+1).

Printing

It is recommended that multiple cards with instructions are given to each party so that all students have the ability to access and read the information. The PDF of the party cards has multiple copies of each party to accommodate this. The cards are single-sided A4, but could be printed two per page and cut to A5.

Priority area cards

There are 14 priority areas that have been identified. It is not necessary to use all of them, but it is recommended that there is a minimum of six priority areas, as this:

- provides opportunities for students to decide on two high priority areas, two low priority areas and two negotiable areas
- creates six groups of three for the design challenge, where there are 24 students in the classroom

The Priority area cards are:

- Arts and culture
- Aged care
- Education
- Employment
- Energy supply
- Food supply
- Green space
- Health services
- Housing
- Representation
- Retail and business
- Transport
- Water supply
- Waste management

Printing

Each political party needs a set of cards. Alternatively, the cards can be discussed as a class with the cards projected as part of the PowerPoint.

The cards have been designed to be printed A5, meaning one card (back and front) can be printed side-by-side on A4.

Optional supporting material: Priority order record

The *Priority order record* is a table that encourages students to think about the order of the priority areas, from highest to lowest, and also prompts them to document the reasons for their decisions and draw on evidence from the *Priority area cards*.

There are two options:

- Option 1, students categorise the areas into highest and lowest priorities and priorities in the middle (negotiable)
- Option 2, students rank each of the priorities from one to 14 (or however many areas you are using). This is more complex and will take students longer to make decisions.

If working individually or in small groups, A4 copies might be appropriate. For the larger party groups A3 might be appropriate to allow for better readability.

Passing a bill

The *Passing a bill script* provides both a step-by-step process of passing a bill through both chambers and the appropriate dialogue to go with each step. The bill title and minister role have been left blank so that it can be used for Victoria 2050 or any other bill.

The key phrases for the members of parliament are also found on the back of the *Chamber place cards*. These can be used to support the debate (see *Additional resources* section for more details).

Printing

It is useful for both the Presiding Officers (The Speaker in the Legislative Assembly and the President in the Legislative Council) to have a copy of the bill script along with any students that may have specific roles in the passing a bill. These include:

- the minister
- the Premier
- the Leader of the Opposition
- the shadow minister
- spokesperson for minor party and/or any independent

Optional supporting material: Area labels

Area labels include the area title and icon for each of the 14 industry and service areas. These are designed to print at A3 and stick to the board or wall to help track the decisions in the passing a bill stage.

For example, when the minister first presents the bill with the highest and lowest priorities, these can be displayed. The proposals from the other parties and independents can also be displayed in another column, and then these are the areas that are debated.

Design challenge cards

The design cards that are needed depends on the outcome from the *Preparing for the future: the passage of a bill*.

There are two possible effects on the design challenge:

- the bill fails, therefore all students are given low priority cards for all priority areas discussed
- the bill passes, therefore for areas that are determined to be:
 - high priority, print the high priority area cards
 - low priority, print the low priority area cards
 - in the middle—‘negotiable’—they can be all high, all low or a mix of high and low priority area cards

Students are split into groups.

- The number and size of the groups will depend on how many priorities were used in part one (six priorities = six groups, 14 priorities = 14 groups)
- The groups do not have to have an even number of students

Students receive:

- a design challenge card
- the corresponding priority area card from part one
- any materials that might be required to complete the design challenge
- a copy of the *Design challenge: Planning and reflection*

Materials for the design challenge

The design challenge can be completed by:

- drawing
- building artefacts, e.g.: Lego or something similar
- using digital applications
- writing responses
- combination of materials or something completely different

Printing

Each group gets one design challenge card. The cards have been designed to be printed A5, meaning one card (back and front) can be printed side-by-side on A4.

Optional supporting material: Design challenge: Planning and reflection

This resource supports students to draw on information from the different cards (the priority area cards and design challenge cards), plan how they will incorporate that evidence into their designs and reflect on how their artefact represents a future Victoria 2050.

Each group should receive a copy of the *Design challenge: Planning and reflection* sheet. These can be printed A4. Alternatively students can answer the questions on their devices or in their books.

Optional cards

The additional *Optional cards* can be used to differentiate the activities, providing students with additional complexity in relation to decision-making, representation and problem-solving. The use of these cards are explained in more detail in the *Options and extensions* section.

Electorate cards

The *Electorate cards* provide some information about:

- the geographical location of the electorate
- the shared values
- some prompt questions. These questions are to help students consider the relationship between the electorate values, party values and how they might determine the industry and service areas to prioritise

Printing

The cards can either be printed at A4 or 2 copies per A4 and then cut to A5. Students get:

- one electorate each, if using these in the Legislative Assembly
- one electorate per group of five, if using these in the Legislative Council. The students in the group do not all have to be part of the same party; the multi-representative electorates in the upper house often have a mix of government, opposition and crossbench (minor parties and independents).

Population scenarios

The *Populations scenarios* provide some information about how populations growth may have effected population distribution across the state. While the impacts are hypothetical, the geographic locations are based on the Australian Bureau of Statistics classifications of:

- Major cities
- Inner regional
- Outer regional
- Remote regional

Additional resources

Chamber place cards

The *Chamber place cards* cover some of the key roles for MPs across both of the chambers. Role cards for some parliamentary officers, such as the clerks, Serjeant-at-Arms, Usher of the Black Rod and Hansard reporters, have been included to help differentiate students' participation in debate. On the front of the place card, students have an opportunity to fill in their ministerial roles (if applicable) and their electorate. The MPs role in the chamber, standing orders (chamber rules) and key phrases for debate are listed on the back on the place cards.

The *Chamber place cards* resource also has a brief script that outlines the key moments during a passage of a bill that can be used by the Presiding Officer, minister introducing the bill and at least one other member of parliament.

<https://www.parliament.vic.gov.au/teach-and-learn/Resources/debating-in-the-chamber>

Engaging perspectives

This set of cards can be used to explore a range of perspectives on the importance of different industry and service areas for Victoria's future. The cards consist of three different categories: stakeholders, priorities, and emotional motivations. Each card has a series of questions for students to work through can encourage students to identify different perspectives.

Students can focus on a single perspective or multiple perspectives, such as combining perspectives from the different categories. They can be assigned to students randomly or strategically, and can be used for differentiation with some perspectives having a more obvious connections to the topics.

<https://www.parliament.vic.gov.au/teach-and-learn/Resources/engaging-perspectives>

Implementation

Part 1 – Preparing for the future: Passing a bill

In the first part of Victoria 2050, students participate in a role-play simulating the passage of a bill through the Victorian parliament. The bill focuses on how Victoria should respond to projected population growth to 2050.

Students consider how population growth will affect Victoria in the future and must decide which industry and service areas:

- should be prioritised
- should receive low priority or minimal additional resources
- are negotiable

Students categorise areas into high priority, low priority and negotiable. These decisions form the basis of the bill presented to and debated in the mock parliament.

Party roles, party cards, and optional electorates

Students are allocated to political parties and provided with party cards outlining their responsibilities, expectations, and roles within parliament.

Based on a class of 24, the recommended party groupings are:

- 13 government members
- 7 opposition members
- 3 minor party members
- 1 independent

The government and opposition groups can be large; you may wish for students to work in smaller groups first (similar to party factions) and then come together to negotiate the areas of priority. This would allow all students to be actively involved.

Government Party

Government party cards include:

- an explanation of the government's responsibilities in parliament
- questions to help students establish the party leadership and values
- context and instructions for the activity

Party values may be informed by electorate cards, which provide different perspectives and priorities. The use of electorate cards is optional and can be used to differentiate or extend learning for some students rather than the whole class. See *Options and extensions* section for more information.

Opposition party, minor parties, and independents

Opposition, minor party, and independent cards contain similar structures but use different language and expectations, including:

- an explanation of the opposition's and crossbenches' responsibilities in parliament
- questions to help students establish the party leadership/spokesperson and values
- context and instructions for the activity

Priority areas

There are 14 priority areas detailing industries and service areas that may be affected by population growth. These include:

- | | | |
|--------------------|-----------------------|--------------------|
| • Arts and culture | • Green space | • Transport |
| • Aged care | • Health services | • Water supply |
| • Education | • Housing | • Waste management |
| • Employment | • Representation | |
| • Energy supply | • Retail and business | |
| • Food supply | | |

Each area card contains detailed information, including:

- why the area may be considered important
- what might be happening currently in the industry or service area
- some potential future impacts of population growth on the industry or service area
- what can be achieved with current resources
- what might be possible if additional resources are allocated

It is not necessary to use all 14 areas. You may like to:

- select a reduced number (for example, 6–8 areas)
- ask students to choose their top two and bottom two priorities
- increase complexity by having students rank all areas from 1 to 14 (the second page of the *Priority order template* provides space to rank all the priority areas)

Students are encouraged to read across all areas and capture their thinking about why each area might be prioritised or not. When preparing arguments and speeches, students draw explicitly on evidence from the area cards and supporting information. The *Priority order template* can be used to help students document their ideas.

Parliamentary Process

The *Passing a bill script* steps through the process of passing a bill through both the Legislative Assembly (lower house) and the Legislative Council (upper house). More detail is provided below.

Potential points of difference between the Legislative Assembly and Legislative Council

Legislative Assembly	Legislative Council
Debate can be based along party lines, incorporating party and electorate values	Debate can be based on individual views rather than political parties. This may include students' personal views, assigned perspectives* or electorate values*
Bill passes without a lot of debate and no amendments**	The upper house reviews the bill with more detailed debate and the amendment process, Committee of the Whole.

* See *Options and extensions: Additional assigned perspectives* and/or *Electorates* for more information

** The government has the majority in the Legislative Assembly, regardless each bill that proceeds through the second stage is given an opportunity for debate. This allows members of parliament in the lower house to represent the views of their party and constituents.

The Legislative Assembly also have an amendment process, Consideration in Detail, but this process is not used as frequently as the Legislative Council process.

Explaining this process to students means that you can, if under time constraints, limit the debate in the Legislative Assembly.

The Presiding Officers in the Legislative Assembly and Legislative Council (the Speaker and President) run the debate in their respective houses. This role can be played by either a teacher or students. The Committee of the Whole process in the Legislative Council is technically run by the Deputy President, so this may be an opportunity for an additional student to take on the role of the managing the debate.

Legislative Assembly (lower house)

The purpose of the Legislative Assembly is to model the parliamentary process of passing a bill through a chamber, including:

- First reading – introduce the bill
- Second reading – debate the bill
- Third reading – vote on the bill

The length of time spent on the second reading is dependent on how much class time is available. As a minimum, this is an opportunity for:

- the minister to introduce the bill
- the shadow minister to respond
- any spokesperson for a minor party to respond
- any independents to respond

As stated above, asking students to debate along party lines would provide a point of difference to the Legislative Council if there is time for a more detailed debate.

Legislative Council (upper house)

When the bill reaches the upper house, students no longer need to sit in party groups. They may debate and advocate for their own position on the bill. However, if you wish for students to continue to argue from a different stand point, they can use the:

- the electorate cards which include industry and service areas of focus to help shape the student's perspective
- *Engaging perspectives cards* which provides opportunities for students to consider a specific perspective (stakeholder, priority and emotion)

See *Options and extensions: Electorates* and *Additional perspectives* section for more information.

The upper house follows the same debate processes as the Legislative Assembly:

- introduction of the bill (first reading)
- debate (second reading)
- vote (third reading)

One of the roles of the upper house is to review bills through an amendment stage, known as the Committee of the Whole.

Committee of the Whole: Making amendments

The Committee of the Whole process allows students to propose, debate, and vote on amendments. This stage can be lengthy, so depending on the time available, you may wish to:

- identify areas of broad agreement that remain unchanged and not debate these areas
- focus the debate on negotiable areas only, following one of the suggested approaches below

For example, if the majority of students agree that one area is a high priority and another is low priority, those positions are not debated; only areas without a majority agreement are amended.

Amendments can be managed in different ways. These include:

- voting on areas of agreement and non-agreement
- working alphabetically through the different areas
- allowing students to nominate areas for change
- debating each area and voting on whether changes are accepted

You may choose to start with:

- high-priority proposals
- low-priority proposals
- middle-ranked areas that could become priorities if resources allow

This process reinforces the idea that not everything can be prioritised, particularly when resources are limited. Resources are framed broadly to include financial, physical and human resources.

Once all priority positions are resolved, the bill proceeds through the remaining stages.

Royal Assent

Royal Assent is the official act of signing a bill into law by the Governor of Victoria. If the bill fails, it does not receive Royal Assent.

Possible outcomes

Outcome of the bill	Effect on design challenge
The bill passes and receives Royal Assent	High priority areas = High priority design challenge cards Low priority areas = Low priority design challenge cards Middle priority areas = Mix of high and low priority design challenge cards. This could be strategic or random
The bill fails	All design cards are low priority

For more detail about the design challenges see *Imaging the future: Future-focused design challenge*.

Part 2 – Imaging the future: Future-focused design challenge

Artefacts and future thinking

The artefacts in the design challenge have been intentionally chosen to disrupt conventional thinking. For example, an aged care artefact may involve designing a magazine cover rather than a service model.

The idea is that students develop an artefact that represents Victoria in 2050, based on parliamentary decisions made in present day. This is known as a future forecasting exercise. The idea is for students to think innovatively about the future when there are limited resources.

Grouping students and allocating design challenges

Students are allocated to individuals, pairs, or small groups of three to four, depending on class size and the number of areas used. Multiple groups may work on the same area if required.

There are two types of design challenge cards:

- High-priority cards
- Low-priority cards

Cards are allocated based on the parliamentary outcomes (see table in *Possible outcomes* section). Teachers may distribute cards randomly to groups or strategically. For example *High priority* cards are more flexible but also offer more support, when *Low priority* cards have more rules but without support.

For areas that were neither high nor low priority, teachers may:

- allocate a mix of high- and low-priority cards, reflecting changing circumstances over time, or
- restrict high-priority cards only to areas formally identified as high priority by parliament

Rules and constraints

The different design challenges have different rules and constraints depending on whether they were determined to be high or low priority areas. These rules and constraints are designed to reflect the amount of resources that might be available to particular industries and service areas.

See *Options and extensions: Changing the challenge* for more information about extending the design challenge.

High-priority areas

Students working with high-priority cards:

- have access to more information and resources
- may ask for additional support
- may share information with other high-priority areas
- may use scenario details if provided
- may access the original area card used during the parliamentary process
- may design any artefact they choose
- must address area-specific issues
- must seek information from at least two other priority areas
- must not share information with low-priority areas

Low-priority areas

Students working with low-priority cards:

- must share information with high-priority areas
- may use only current-state information from the original area card
- must not use future consideration details
- must not ask for help
- must not share information with other low-priority areas
- must design only the artefact specified on their card

Completing the design challenge

The document *Design planning and reflection* has a series of questions to support students identifying and using the evidence from the area and design challenge cards, plan the artefact and explain their choices.

Completed artefacts can be displayed as a Victoria 2050 gallery or museum, allowing students to walk through, observe and discuss the vision for Victoria's future and the consequences of parliamentary decision-making.

To support the discussion students can write a short explanatory blurb describing:

- what the artefact represents
- why specific design decisions were made