

**The North Carolina General Assembly:  
A Simulation of How a Bill Becomes a Law**

**Overview**

Students will learn about the North Carolina General Assembly and how a bill becomes a law in North Carolina. They will apply their knowledge by participating in a legislative simulation in which the NC House Judiciary Committee determines whether to report a proposed bill allowing teachers to carry guns in public K-12 schools and public universities as favorable on the floor of the General Assembly.

**Grade**

10

**North Carolina Essential Standards for American History: Founding Principles and Civics & Economics**

- FP.C&G.2.1 - Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g., federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.)
- FP.C&G.2.2 - Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.).
- FP.C&G.2.6 - Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states' rights, Patriot Act, etc.)
- FP.C&G.2.7 - Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.)
- FP.C&G.3.1 - Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law (e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation.)
- FP.C&G.3.2 - Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, filibuster, cloture, proposition, etc.)
- FP.C&G.3.3 - Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.)
- FP.C&G.3.4 - Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court Decisions, constitutional law, criminal law, civil law, Tort, Administrative law, Statutory law and International law, etc.)

**Essential Questions**

- What is the basic structure of the North Carolina General Assembly?
- What are the basic functions of committees, and how do they help make the General Assembly more efficient?
- What are the basic types of legislation that come out of the General Assembly, and when are they used?
- How does a bill become a law in the North Carolina General Assembly?
- What are the responsibilities and duties of state legislators?
- How can legislator's impact change at the state level?
- How difficult is consensus building when different parties have conflicting beliefs and diverse needs?
- What role do citizens and special interest groups play in state legislation?
- Why are the decisions made by state legislators relevant to each of us?

## Materials

- Power Point: *The NC General Assembly, How Your Laws Are Made* (optional); available in the Database of K-12 Resources or by e-mailing a request to [CarolinaK12@unc.edu](mailto:CarolinaK12@unc.edu)
  - <http://civics.sites.unc.edu/files/2012/05/GeneralAssemblyPPT.pdf>
- NC General Assembly Images, attached
- How a Law is Made in the North Carolina General Assembly, handout attached
- Chart paper or poster board and markers
- Participating in a General Assembly Judiciary Committee Meeting, summary of participants and roles attached
- Proposed Bill on Guns in Schools, attached
- Art supplies (white art paper, chart paper, or poster board and markers)

## Duration

2 class periods

## Procedure

### Day One

#### The General Assembly - Overview

1. As a warm-up, project the attached images of the NC General Assembly and ask the class if anyone has a guess as to what location the photos represent. If no one guesses correctly, tell students the pictures are of the NC General Assembly, located in downtown Raleigh. Next, ask students to brainstorm everything they already know regarding the **North Carolina General Assembly**. As they report their thoughts to class, ensure that you facilitate conversation of important points such as:
    - **General Assembly:** Main legislative body for North Carolina (*similar to Congress for United States*)
    - **Bicameral:** Divided into two houses; House of Representatives and Senate (*also true of US Congress*)
    - **House of Representatives:** 120 members, Presiding Officer and Chamber Leader is the Speaker of the House (*the US Congress has 435 members directly elected to represent congressional districts*)
    - **Senate: 50 NC senators;** Presiding Officer is the Lieutenant Governor; elected Chamber Leader is the President *Pro Tempore* (*in the US Senate, there are 100 senators directly elected by statewide election, 2 for every state regardless of size*)
- For a more in depth overview of the General Assembly, see Carolina K-12's Power Point, *The North Carolina General Assembly: How Your Laws Are Made*, available in the Database of K-12 Resources or by e-mailing a request to [CarolinaK12@unc.edu](mailto:CarolinaK12@unc.edu)

#### General Assembly Committees

2. Next, ask students what they know about **legislative committees** and encourage them to list any committee examples they can think of. Then, provide students with information to fill in gaps in what they do not know:
  - Each house is divided into a number of committees to more easily handle legislative work and to allow for specialization. Committees have jurisdiction over specific topic areas; this allows for specialization on a few topic areas by members.
  - Committees are further divided into subcommittees that handle even smaller sub-issues in a committee's jurisdiction.
  - Committee assignments are made by the majority and minority floor leaders, or heads of parties.
  - The General Assembly's committees range from Judiciary I, II, and III to the Education Committee

#### How a Bill Becomes a Law in the North Carolina General Assembly

3. Give students an overview of how a bill becomes a law (optionally use the accompanying Power Point, *The North Carolina General Assembly: How Your Laws Are Made*) and/or hand out and go over the attached *How a Law is Made in the North Carolina General Assembly*. Explain to students that it is important they

pay attention to this process, since they will be participating in a General Assembly Judiciary Committee meeting soon!

4. Once you have gone over the process as a class, have students complete one of the following visual activities to review the process:
  - Hand out pre-made pieces of large paper, each with one of the following phrases written in large text, to 12 students. When handing them out, do not hand them out in order. Rather, tell the 12 students they must line themselves up in the proper order of how a bill becomes a law. Tell students still sitting that their job is to assist in this process by telling the 12 students if they need to rearrange themselves. Once the 12 students believe they are in the proper order, review the steps with the class.
    - Bill is drafted
    - Member of General Assembly sponsors bill and files it with Principal Clerk
    - Bill receives a number
    - Bill undergoes its first reading
    - Bill is reported to a committee
    - Bill considered by First House if reported favorably
    - Consideration by Second House
    - Concurrence in amendments if necessary
    - Bill is enrolled and ratified
    - Bill is presented to Governor for approval or veto
    - If Governor signs bill or takes no action, bill becomes law
    - Law is given a chapter number and published
  - Have students break into partners and create a graphic organizer showing the General Assembly's process for making laws. Provide students with chart paper or poster board and markers. As they work, highlight the fact that the General Assembly's process for making state and local law is similar to Congress' progress for making federal laws. Display their work around the room when finished.

#### **General Assembly Judiciary Committee Meeting Preparation**

5. Next, ask students to consider where the ideas for laws come from. Explain that often **lobbyists** contact lawmakers or other government officials in an attempt to influence policy making. Lobbyists supply useful information to lawmakers, suggest solutions to problems and issues, prepare drafts of bills from lawmakers to consider, and testify at legislative hearings. Lobbyists are at work on local, state, and national levels.

Professional lobbyists, individuals, and groups of citizens often travel to Raleigh to lobby their legislators for particular policy changes or laws. Discuss how if enough people place pressure on their legislators, legislators will then be compelled to introduce/sponsor a bill representing constituent views.

6. Explain to the class that currently NC legislators have been receiving many letters, e-mails, calls, and visits regarding a very controversial issue: allowing teachers who are properly licensed to open and conceal carry guns in public K-12 schools and universities.
7. Set up the simulation by telling students the following:
  - After hearing from constituents who are worried about mass shootings in school, House member Chris Turner introduced a bill to the General Assembly calling for the removal of all restrictions on licensed gun owners from carrying handguns in public schools. The bill has been given the name, "Keep Our Students Safe from Violence Act".
  - The bill received a number and passed its first reading.
  - The Speaker of the House of Representatives has now assigned the bill to the House Judiciary I Committee for careful study, after which the House Judiciary I Committee must make a recommendation regarding the bill.

- Today, the House Judiciary I Committee is holding a hearing at which lobbyists can express their opinions regarding this bill in hopes to sway the committee's opinion.
  - Each of you will be assuming the roles of a committee member, or a lobbyist for one of the following special interest groups who will be testifying at the hearing, either for or against the proposed legislation:
    - North Carolina Gun Association (in favor of the bill)
    - Keep NC Schools Safe (against passing the bill)
    - Protect NC Students (in favor of the bill)
    - NC Police & Sheriff's Association (against passing the bill)
8. Review class expectations for group work and divide students into five groups, with one group being legislators and the other four groups representing the special interest groups. Hand out the proposed bill and have a student volunteer to read it out loud. Clarify any questions students have pertaining to the proposed bill, then give the following instructions:
- **Committee members/legislators:** (Provide these students with *Instructions for Members of House Judiciary I Committee*. Also assign one student in this group to be the Committee Chair.) You will spend the following work time reviewing the bill that was introduced by House member Turner. Under the leadership of your Chair, you should discuss your initial opinions of the bill. Remember as you discuss the bill that amendments to the bill can be made by you, as legislators, at any point by crossing through the text and rewriting it at will. You should also review the *groups* who are scheduled to testify in front of you. Many of them will have opposite beliefs and requests. Think about how you will deal with this, considering the "common good" of North Carolina. As a group, you should form at least two follow-up questions for each special interest group in preparation for their testimonies.
- **Teacher note:** The teacher should spend time with the committee members during the preparation phase of this activity. Ensure that the committee members understand the structure of the hearing and that the Chair knows what is expected of him/her:
- The Chair should call the meeting to order, thanking everyone for being present and acknowledging that this is a very controversial issue. The Chair should also explain that he/she will call each group up one by one to present, after which the Committee will be able to ask them questions. Presenting groups may not directly address each other.
  - Once all groups have presented and been questioned, the Chair should thank everyone for their time. Depending on how much time is left in class, the Chair can then lead the committee members as they openly discuss what to do regarding the bill (the presenting groups can only listen and not comment at this point). If time for discussion does not permit, the teacher can instruct students to complete a homework assignment in which they write how they would have reported on the bill and why.
9. Next, provide instructions for the remainder of students, who will be playing special interest groups:
- **Special Interest Groups:** (Provide these students the appropriate special interest group instruction sheets.) Each of you, as lobbyists for special interest groups, will work on creating a 3-5 minute presentation to present to the panel of legislative committee members. Your goal is to convince members of the House Judiciary I Committee to either support or not support the Keep Our Students Safe from Violence Act. You should form arguments based on the facts given about the views of your special interest group, as well as make inferences that might help your position. Organize these thoughts into a presentation that will convince this committee to see things your way. In addition to considering your group's views, you should think of ways to argue against your opponent's views.
10. Tell the groups they will have the remainder of class to prepare for the committee meeting, which should take place at the beginning of the next class. Circulate around the room as groups work, ensuring they are on the right track. Let students know they will have a brief amount of time in the beginning of the next class to organize themselves, but that any loose ends on their presentations should be tied up for

homework. You may also wish to instruct students to come “dressed” in character tomorrow, as they would dress if they were actually participating in a General Assembly committee meeting.

## Day 2

### NC General Assembly House Judiciary I Committee Meeting Simulation

11. As students enter, instruct them to return to their groups. Use your discretion regarding whether your students need more preparation time. Once it is time for the hearing to begin, review behavior expectations for being a respectful participant. Often, the most difficult part of this simulation is for students not to talk among themselves planning their own presentations while other groups present. Ensure groups understand they must remain silent during presentations. It is advised that the teacher instruct them to take notes on all presentations.
12. Have the legislator group take seats in the front of the classroom facing the lobbyists. Ask the Chair to call the meeting to order, giving an overview of the bill that is being discussed, as well as reminding students of the format for the testimonies (teachers may want to display this on the board or on chart paper as well).
13. Allow for 35-45 minutes for the simulated committee meeting, following the outlined process. Once the comment session has ended, the Committee members can deliberate the proposed bill in front of the class, determining how they will present it to the General Assembly.
14. Once the legislators have determined their response to the bill, have the class give a round of applause for all of their hard work, and debrief by discussing:
  - What factors influence legislators in the decisions they make?
  - How might a legislator decide what is best for the state as a whole (the "common good")?
  - What would happen if citizens did not make their opinions known to legislators? How might our society be affected?
  - Would you want to be a state legislator who makes these kinds of decisions? Why or why not?
  - Why is it important for North Carolina citizens to participate in the election process of their legislators?
  - How is the work of state legislators relevant to each of us?
  - Based on the decision the House Judiciary Committee just made, what would the next step in this process of the bill be?
15. Refer students back to their handout *How Law is Made in the NC General Assembly* and discuss the remainder of the process after the Judiciary Committee reports back to the floor.

NC General Assembly Images



## How a Law is Made in the North Carolina General Assembly

**1. Drafting of Bills:** A **bill** is a proposed law. It may be drafted by any competent person. The Legislative Services Commission's Bill Drafting Division drafts bills at the request of the members of the General Assembly. The Office of the Attorney General has the statutory duty to draft bills for the State departments and agencies generally, including the General Assembly. Thus, legislators have two separate offices to which they may turn for drafts of bills.

**2. Introduction of Bills:** Only a member of the General Assembly may introduce a bill - that is, present it to the General Assembly for its consideration - and that member is called the **bill's introducer** or **sponsor**. At the proper time during each daily session, the presiding officer announces "Introduction of Bills and Resolutions." A member wishing to introduce a bill has already filed the bill with the **Principal Clerk** on the previous legislative day when it received a **bill number**. The **Reading Clerk** reads aloud the name of the introducer, the bill number, and the bill title. At this point the bill has passed its **first reading**.

**3. Reference to Committee:** Normally, when a bill is introduced, the **Chair of the Rules and Operations of the Senate Committee** for Senate bills and the **Speaker of the House of Representatives** for House bills name a **committee** to which the bill will be assigned for careful study and recommendation. If the committee approves the bill, it reports this fact and the bill is placed on the calendar - the daily schedule of business - for consideration by the full membership of the body. Changes to the bill called "**amendments**" may be recommended by the committee or may be proposed by any member from the floor.

**4. Consideration by First House:** When the time comes for a consideration of the bill by the full membership of the house (Senate or House of Representatives), the Chair will recognize the sponsor of the bill or the chair of the committee which recommended the bill for passage. That person will explain the bill, and then any member who wishes to speak for or against the bill will be heard. Sometimes there is lengthy and heated debate; sometimes there is virtually no debate at all. After all who wish to be heard have spoken, a vote is taken. If the vote is favorable, the bill is said to have **passed its second reading** and moves to its third and final reading, at which time there may be more debate.

**5. Consideration by Second House:** After a bill has **passed its third reading** in the house in which it was introduced, it is sent to the other house, where it goes through the same process as in the first house - that is, it is referred to committee, and if approved, is debated and voted on at the second and third readings on the floor.

**6. Concurrence in Amendments:** It often happens that the second house will make changes in a bill which was passed by the house in which the bill originated. In such cases the bill must be returned to the house of origin with a request that that body concur in the changes. If the original house does concur, the bill is ready to be enrolled and signed into law.

If the original house objects to the amendments adopted in the other house, the two presiding officers may appoint members to a **conference committee** which seeks to reconcile the differences between the two houses. If the committee can agree upon the disputed subject, the committee reports to each house, and the two houses vote on the recommended text. If either house rejects the conference committee's recommendation, new members to the conference committee may be appointed to try again, otherwise the bill is defeated.

**7. Enrollment, Ratification, and Publication:** After a bill passes both houses, it is **enrolled**. A clean copy, including all amendments, is prepared, with space for the signatures of the two presiding officers, and the governor, if necessary. The enrolled copy is taken to each presiding officer during the daily session. Each officer signs the enrolled copy. When the second signature is affixed, the bill is said to have been **ratified**. If the bill is a local law, it becomes law at that point.

In November 1996, the citizens of North Carolina voted to amend the State Constitution to allow for a gubernatorial veto (Section 22 of Article II of the North Carolina Constitution). All Public Bills other than bills making appointments, proposing constitutional amendments, or revising districts are presented to the Governor on the day following ratification for the Governor's approval or veto. If the Governor signs the bill or takes no action on the bill within ten days after presentation, the bill becomes law. After adjournment of the General Assembly, the Governor has 30 days to act on a bill. The Governor is required to reconvene the General Assembly if a bill is vetoed after adjournment, unless a written request is received and signed by a majority of the Members of both houses that it is not necessary to reconvene.

If the Governor vetoes a bill, the bill is returned to the original house where 3/5 of present and voting members can vote to override the veto. If the original house votes to override the veto, the bill is sent to the second house where 3/5 of present and voting members must also vote to override the veto before the bill can become law.

After it becomes law, the term "bill" is no longer used. The enrolled act or law is given a chapter number and is published under that number in a volume called "Session Laws of North Carolina."

Source: <http://www.ncqa.state.nc.us/NCGAInfo/Bill-Law/bill-law.html>



**GENERAL ASSEMBLY OF NORTH CAROLINA**  
**SESSION 2017 - House Bill 187**

Short Title: Keep Our Students Safe from Violence Act

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Sponsors: Representative Turner.

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Referred to: House Judiciary I

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A BILL TO BE ENTITLED

AN ACT to make it lawful to allow employees of K-12 public schools and universities, who are licensed firearms owners, to open and conceal carry handguns in public K-12 schools and universities. The General Assembly of North Carolina enacts:

**SECTION 1. All employees of a K-12 public school or universities, who are properly permitted, shall be allowed to open and conceal carry handguns on campus at all times.**

- An employee is defined as someone who receives a paycheck from the school or university in which they are carrying a firearm.
- Campus is defined as any property owned by the school or university. This does not apply to areas that are being rented or used by school or university for a certain purpose – such as a field or arena for sporting events, churches, catering halls, etc.
- Open carry is defined as carrying a firearm in full view. Concealed carry is defined as when the firearm cannot be seen by the casual observer.
- The term "handgun" is defined as a firearm that has a short stock and is designed to be held and fired by the use of a single hand. Carrying long guns (rifles, shotguns, and the like) are still prohibited by this act.

**SECTION 2. Permit/License Requirements**

- The sheriff of the county in which the employee resides shall issue a permit to carry a handgun to a person who qualifies under the following criteria:
  - The applicant is a citizen of the United States or has been lawfully admitted for permanent residence and has been a resident of the State 30 days or longer immediately preceding the filing of the application.
  - The applicant is 21 years of age or older.
  - The applicant does not suffer from a physical or mental infirmity that prevents the safe handling of a handgun.
  - The applicant has successfully completed an approved firearms safety and training course which involves the actual firing of handguns and instruction in the laws of this State governing the carrying of a concealed handgun and the use of deadly force. The North Carolina Criminal Justice Education and Training Standards Commission shall prepare and publish general guidelines for courses and qualifications of instructors which would satisfy the requirements of this subdivision.
- The permit shall be valid throughout all of North Carolina's 100 counties for a period of three years from the date of issuance.
- The person shall carry the permit together with valid identification whenever the person is carrying a handgun on campus, shall disclose to any law enforcement officer that the person holds a valid permit and is carrying a handgun when approached or addressed by the officer, and shall display both the permit and the proper identification upon the request of a law enforcement officer.

**SECTION 3. Revocation**

- The right to carry a handgun on campus is revoked if a person is no longer employed by the school or university, if the person's permit is revoked for any reason, or the person allows their permit to lapse.

**SECTION 4.** This act is effective when it becomes law.



## Instructions for Members of the House Judiciary I Committee

As the NC House Judiciary I Committee, you and your fellow legislators are holding a hearing to help you decide whether or not to favor a bill allowing employees who are licensed gun owners to carry their firearms in public schools and universities. You have the choice of reporting the bill as:

- **Favorable** - you agree with the bill as written
- **Favorable as amended** - you make changes to the bill then are in agreement with it
- **Unfavorable** - you do not agree with the bill
- Offer a **committee substitute** - rewrite the entire bill as you see fit

The following groups will testify before you today in hopes to influence your opinion regarding this bill:

- North Carolina Firearms Association (in favor of the bill)
- Keep NC Schools Safe (against passing the bill)
- Protect NC Students (in favor of the bill)
- NC Police & Sheriff's Association (against passing the bill)

### Your job:

1. One of you will be assigned the role of Chair. The Chair will be responsible for facilitating the testimonies of visiting groups when your meeting begins.
2. After the Chair is assigned, review the bill that was introduced by House member Turner as a group (see the proposed bill provided to you). Each of you should express your initial opinions of the bill, noting any changes you might want to make.
3. Prepare for the groups who will be testifying in front of you today by discussing the position that each group has taken on the proposed election and voting changes. Infer what types of things they might say in their testimony to you. Create 2-3 questions for each group, which will help you gain further details on their position or perhaps even challenge their views.
4. Once it is time for the committee members to hear the testimonies, each group will have up to 5 minutes to testify. Listen carefully to their position, opinion, and request.
5. After each group's presentation, you may ask your 2-3 follow-up questions. The Committee may refer to the questions that members previously created or ask questions based on information from the groups' testimonies. Remember, you need to gather all of the information you can in order to make an informed decision.
6. Once the testimonies are complete, the Chair will lead the Committee in an open deliberation; at this time, you will express where you now stand on the bill. Remember that the groups that presented to you today will be have a role in either supporting you or not supporting you in your reelection as North Carolina legislators!
7. Finally, you will decide to report the bill back to the full floor of the General Assembly as **favorable** or **unfavorable**. You can also choose to make changes to the bill, and report it back to the full floor as **favorable with amendments**. Finally, you may also completely change the bill and create a **Committee Substitute** that you take back to the General Assembly.

## North Carolina Firearms Association

Today you and other activists are testifying at a hearing of the North Carolina General Assembly's House Judiciary I Committee. You hope to convince them that they **FAVOR** a proposed bill that would allow employees of public schools and universities to carry handguns on campus.

The North Carolina Firearms Association (NCFA) was established in 1975 to promote shooting sports, hunting, and to protect 2<sup>nd</sup> Amendment rights. They also promote safety and training courses, and firearms education. They are one of the largest and most successful lobbying groups in North Carolina.

### Information to Consider

- "We must speak for the safety of our nation's children. We care about our money, so we protect our banks with armed guards. American airports, office buildings, power plants, courthouses, even sports stadiums, are all protected by armed security. We care about our president, so we protect him with armed Secret Service agents. Members of Congress works in offices surrounded by Capitol police officers, yet when it comes to our most beloved innocent and vulnerable members of the American family -- our children -- we as a society leave them every day utterly defenseless. And the monsters and the predators of the world know it and exploit it. The only thing that can stop a bad guy with a gun, is a good guy with a gun." – The President of the NCFA
- [An ABC News report, based on FBI statistics, found that since the Columbine school shooting in 1999:](#)
  - 50 mass murders or attempted mass murders have occurred at a school
  - 141 people have been killed in a mass murder or attempted mass murder at a school
  - 270 shootings of any kind at a school
  - 1 school shooting per week, on average, on a school or college campus in 2015
- The North Carolina Constitution (Article I Sec. 30) guarantees a right to bear arms. It reads: "A well-regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed;" This permit requirement satisfies that "well-regulated" standard in the NC Constitution.

### Prepare Your Presentation

1. Develop a 5-minute presentation with the purpose of convincing NC state legislators to **FAVOR** the proposed bill. Select 1-2 group members to take notes as you brainstorm ideas for your presentation.
2. Make sure your presentation includes convincing reasons why legislators should see things your way. You can use the information above as a starting point, and add any other reasons your group can come up with to argue your side. You should also spend time inferring how other special interest groups may feel about this issue. If they are arguing an opposite view, think about ways to oppose their viewpoints in your presentation.
3. Choose 2-3 group members who will present to the panel of legislators. When presenting, be considerate, clear, and convincing. After your presentation, the committee members will be able to ask questions of your group, so be ready to "think on your feet." (\*Questions can be answered by all group members, including those who did not present the testimony.)
4. Once the hearing is complete, the panel of legislators will hold an open deliberation to determine if they will report the bill back to the floor of the General Assembly as **favorable** or **unfavorable**. They may also choose to make changes to the bill, and report it back to the full floor **as favorable with amendments**. Finally, they also have the option of completely changing the bill and creating a **Committee Substitute** to take back to the General Assembly.

## Instructions for Keep North Carolina Schools Gun Free

Today you and other lobbyists for Keep North Carolina Schools Gun Free are testifying at a hearing of the North Carolina General Assembly's House Judiciary I Committee. You hope to convince them that they should **NOT FAVOR** a proposed bill that would allow employees of public schools and universities to carry handguns on campus.

Keep North Carolina Schools Gun Free (NCSGF) was founded in 2010 to demand action from legislators, state and federal; companies; and educational institutions to establish common-sense gun reforms. They are a nonpartisan grassroots movement that has grown to include a chapter in every state across the country. They work to educate, motivate, and mobilize supporters to take action that will result in stronger laws and policies to save lives.

### Information to Consider

- Educators have a unique and compelling perspective on the dangers guns pose in schools and on campuses. Elementary, middle and high school teachers should not be expected to do double-duty as sharpshooters, nor should they have to tolerate an environment where their colleagues or visitors in their schools might be carrying a loaded gun.
- **Injuries:** In Idaho, a professor with an "enhanced" carry permit unintentionally shot himself in the leg during a chemistry lab following the passage of a 2014 law that forced Idaho colleges to allow people with enhanced permits to carry guns on campus.
- **College Administrators and Faculty:** In surveys conducted in 2013 and 2012, 95% of college presidents and 94% of college faculty indicated they oppose concealed carry on campus.
- **College Students:** In a 2012 study of students, 79 percent said that they would not feel safe if concealed guns were allowed onto their campuses.
- The Supreme Court argues that the 2<sup>nd</sup> Amendment isn't absolute. Writing for the majority in *District of Columbia v. Heller*, a case about gun control in Washington DC, Justice Scalia wrote that the Second Amendment right does not cast doubt on the validity of "laws forbidding the carrying of firearms in sensitive places such as schools..."
- A teacher at a Pennsylvania Christian school accidentally left her loaded pistol in a bathroom, where elementary school children found it. Although the end didn't end in tragedy, allowing people to carry guns in schools increases the likelihood of these incidents.

### Prepare Your Presentation

1. Develop a 5-minute presentation with the purpose of convincing NC state legislators to **NOT FAVOR** the proposed bill. Select 1-2 group members to take notes as you brainstorm ideas for your presentation.
2. Make sure your presentation includes convincing reasons why legislators should see things your way. You can use the information above as a starting point, and add any other reasons your group can come up with to argue your side. You should also spend time inferring how other special interest groups may feel about this issue. If they are arguing an opposite view, think about ways to oppose their viewpoints in your presentation.
3. Choose 2-3 group members who will present to the panel of legislators. When presenting, be considerate, clear, and convincing. After your presentation, the committee members will be able to ask questions of your group, so be ready to "think on your feet." (\*Questions can be answered by all group members, including those who did not present the testimony.)
4. Once the hearing is complete, the panel of legislators will hold an open deliberation to determine if they will report the bill back to the floor of the General Assembly as **favorable** or **unfavorable**. They may also choose to make changes to the bill, and report it back to the full floor **as favorable with amendments**. Finally, they also have the option of completely changing the bill and creating a **Committee Substitute** to take back to the General Assembly.

## Protect NC Students

Today you and other lobbyists for the organization, Protect NC Students will testify in front of the North Carolina General Assembly's House Judiciary I Committee. You hope to convince them that they should **FAVOR** a bill that would allow employees of public schools and universities to carry handguns on campus.

Protect NC Students is a nonpartisan organization that was founded in 2014 to support the expansion of concealed and open carry in public venues. They believe that schools being labeled as "gun-free" zones make them targets for mass shooters.

### Information to Consider

- According to an FBI Report on Active Shootings in the US, 4% of Active Shooter Incidents occurred in an educational setting; educational settings were found to be the second most common site of active shooter incidents (only commercial/business sites were more common).
- From that same report: The active shooter incidents with the highest number of casualties both occurred in educational settings; in 2007, 32 were killed and 17 wounded in a shooting at Virginia Polytechnic Institute and State University in Blacksburg, Virginia and in 2012, 27 were killed and 2 wounded at Sandy Hook Elementary School and in a nearby residence in Newtown, Connecticut.
- In a majority of high school and middle school active shooter incidents, the shooter was a student at the school.
- Guns aren't the problem. People can commit violent acts and kill people without guns.
- Many schools do not have law enforcement officials stationed at the school. If an incident was to occur, it can take law enforcement officials a long time to respond.

### Prepare Your Presentation

1. Develop a 5-minute presentation with the purpose of convincing NC state legislators to **FAVOR** the proposed bill. Select 1-2 group members to take notes as you brainstorm ideas for your presentation.
2. Make sure your presentation includes convincing reasons why legislators should see things your way. You can use the information above as a starting point, and add any other reasons your group can come up with to argue your side. You should also spend time inferring how other special interest groups may feel about this issue. If they are arguing an opposite view, think about ways to oppose their viewpoints in your presentation.
3. Choose 2-3 group members who will present to the panel of legislators. When presenting, be considerate, clear, and convincing. After your presentation, the committee members will be able to ask questions of your group, so be ready to "think on your feet." (\*Questions can be answered by all group members, including those who did not present the testimony.)
4. Once the hearing is complete, the panel of legislators will hold an open deliberation to determine if they will report the bill back to the floor of the General Assembly as **favorable** or **unfavorable**. They may also choose to make changes to the bill, and report it back to the full floor **as favorable with amendments**. Finally, they also have the option of completely changing the bill and creating a **Committee Substitute** to take back to the General Assembly.

## NC Police & Sheriff's Association

Today you and other lobbyists for the statewide organization, the NC Police and Sheriff's Association, will testify in front of the North Carolina General Assembly's House Judiciary I Committee. You hope to convince them that they should **NOT FAVOR** a bill that would allow employees of public schools and universities to carry handguns on campus.

The NC Police & Sheriff's Association is a nonpartisan organization that represents law enforcement officials from across North Carolina.

### Additional Information to Consider

- The FBI found that in 160 active shooter incidents, there was only one successful armed civilian intervention—and the civilian in that incident was a highly trained U.S. Marine. In contrast, *unarmed* civilians successfully intervened in over 20 incidents.
- “We don’t know who the good guy is versus the bad guy when everyone starts shooting.” - Dallas Police Chief David Brown
- In Florida and Texas, where open-carry laws were recently debated in the state legislatures, surveys found that a majority of law enforcement leaders opposed them.
- In a 2008 survey of university police chiefs, 89 percent of the chiefs agreed that the most effective and important way to deal with gun use on campus is to prevent the use of guns at all.

### Prepare Your Presentation

1. Develop a 5-minute presentation with the purpose of convincing NC state legislators to **FAVOR** the proposed bill making changes to North Carolina's voting and election laws. Select 1-2 group members to take notes as you brainstorm ideas for your presentation.
2. Make sure your presentation includes convincing reasons why legislators should see things your way. You can use the information above as a starting point, and add any other reasons your group can come up with to argue your side. You should also spend time inferring how other special interest groups may feel about this issue. If they are arguing an opposite view, think about ways to oppose their viewpoints in your presentation.
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