

North Dakota Legislative Branch

Teacher's Guide

January 2026

Teacher's Guide

ND Legislative Branch



Learning about the Legislative Branch is a great way for students to understand how government works. The state legislative branch mirrors the federal government, with its own House and Senate and checks and balances in place.

Each state has nuances to its lawmaking process, and North Dakota is no exception. In our *Guide to the Legislative Branch*, we cover these nuances and share how students and citizens across the state can engage in the lawmaking process.



What's in This Guide

We hope this companion to our *Guide to the Legislative Branch* provides you with ideas on how to engage your students. Below you will find classroom activities, discussion questions, and worksheets. We hope you'll consider this guide a menu of options and use the lessons that align with your classroom goals.

A key aspect of these lesson plans is for you to select a bill for your class to follow through the legislative process. We recommend choosing a bill that's neither too complicated nor too simple, leaving room for discussion.

Here are three ideas for bills from the 2025 session that you could use for lessons:

- House Bill 1114: Capping the cost of insulin
- House Bill 1318: Labelling of pesticides

Lesson 1: Preparing for the Legislative Session

This lesson can be split into two or three days.

Overview

Students become familiar with the legislative process and learn who their representatives are. They learn the structures of government and learn how to look up their representatives on the North Dakota Legislative Branch website: ndlegis.gov.

Essential Questions

- Who represents North Dakotans in the state legislature?
- How does the legislature represent the people?
- What are some ways citizens can participate in the legislature?

Objectives

Students will:

- Know who is in the legislature.
- Understand what lawmaking is and why it's important.
- Understand what a bill is and that each bill will be sent to a committee for further work.

Lesson 1: Preparing for the Legislative Session

Classroom Activity #1: Lawmaking

1. Ask students to write a one-sentence definition of the purpose of the law. Have them share their definition in pairs or with the whole class.
2. Explain to students that you will be following a bill as it passes through the state legislative session. By following a bill from idea to law, they will be able to examine the issue in a bipartisan manner, considering all sides of the issue. To do this, we need to understand how laws are made.

Discussion Questions

1. Have students read **pages 1-4** of the *Guide to the Legislative Branch* and then discuss the questions below.
2. **What is the law:**
 - a. How do laws help society function?
 - b. What law would you like to see created or repealed?
3. **What is the legislature:**
 - a. Do you think it's important to have a legislature made up of regular people?
 - b. How important is it to have varied demographics and people with different backgrounds in the legislature?
 - c. Is it important that legislators live all across North Dakota?

Lesson 1: Preparing for the Legislative Session

Classroom Activity #2: Intro to the Legislature

1. Conduct a poll in your classroom to see who knows who their state legislators are and what district they live in.
2. Explain the basics of a bicameral legislature. There are two houses that represent North Dakota: the Senate and the House of Representatives. Each district has one senator and two representatives (except in the two House sub-districts). North Dakota has 47 districts.
3. Have students read **pages 6-7** of the *Guide to the Legislative Branch*. Review the bill on page 6 as a class to ensure students understand the structure of a bill.
4. Explain that North Dakota has committees that work on bills introduced during the legislative session, and show them the list of committees on ndlegis.gov. (Click on the Session information tab > Under “Committees,” click the word “Session” to see the committees that meet during the legislative session.)

Lesson 1: Preparing for the Legislative Session

Classroom Activity #3: Legislators & Committees

1. Use **page 5** of the *Guide to the Legislative Branch* to have students look up their legislators on ndlegis.gov. Students can work individually or in small groups if they have the same legislators.
2. Have students answer these questions in a notebook:
 - a. **Legislators:**
 - i. What district do you live in, and what are your legislators' names?
 - ii. What committees do they serve on?
 - iii. What are the political party affiliations of the legislators from your district?
 - iv. What is one thing they accomplished in the last legislative session? What do you think about this? *If a legislator is newly elected, they won't have a legislative history, so the students could look up their campaign page to find the legislator's priorities.*
 - b. **Committees:**
 - i. Pick a topic that interests you (education, agriculture, housing, etc.). Write down the topic and explain why you are interested in it.
 - ii. Visit the Committees page. Which committee might address this topic? Who is the chair of the committee? What other issues does this committee address?
 - c. **State vs Federal:**
 - i. What are some state-level issues vs federal-level issues? Why not have the federal government make all of the decisions for the states?

Lesson 2: How a Bill Becomes a Law

This lesson can be split into two days.

Overview

Students become familiar with the legislative process and learn the structure of government. They understand how to read a bill, summarize it, and provide feedback during the lawmaking process.

Essential Questions

- How does the makeup of the legislature ensure that multiple ideas are heard?
- To what extent does understanding how the system works help an individual give their feedback on bills?

Objectives

Students will:

- Learn how to navigate the ND Legislative Branch website.
- Learn how to identify the intent and effect of a bill.
- Understand and explain the structure and processes of the legislature:
 - List the three branches of government and explain their role.
 - Generally describe how a bill moves through the legislative session to become law.

Lesson 2: How a Bill Becomes a Law

Classroom Activity #1

1. Ask students to brainstorm topics they think the legislature will discuss over the course of the legislative session.
2. Collect answers from the students. Have students predict how long they think it will take for bills to pass into law.
3. As a class, in pairs, or for homework, have the students read pages from the *Guide to the Legislative Branch*:
 - **Page 2:** Three Branches of Government. Have them write a sentence or two about the job of each branch. Why are checks and balances important?
 - *There is more about checks and balances on page 18 of the Guide to the Legislative Branch if you want to delve deeper into the topic.*
 - **Pages 7-12:** The Legislative Process: Have the students write in a notebook the steps for a bill to become a law.

Classroom Activity #2: Understanding a Bill

1. Introduce the students to the bill you're following. If there isn't a legislative session right now, pick a bill from the last session to follow and discuss.
2. Have the students read the bill language, then complete the Bill Summary Worksheet on **page 25** of this guide. Discuss the bill as a class afterward, particularly its intent and how it would impact North Dakota.

Lesson 2: How a Bill Becomes a Law

Classroom Activity #3: Legislators

1. Recap with students which legislators represent them in the legislature. Ask students to silently reflect, based on their earlier research, if they think their legislators would support the bill that you've chosen to follow.
2. Questions for students to discuss in pairs:
 - a. What are the reasons your legislators would support or oppose this bill?
 - b. Are there any types of voices from the public that might sway your legislators to change their position on the bill?
 - c. What ways could you share your feedback with legislators on the bill?

Classroom Activity #4: Four Corners Discussion

1. Four Corners Discussion on a statement about the bill you're following, such as: "The Legislature should continue funding this program," or "This bill would be good for North Dakota."
 - a. Write the statement on the board.
 - b. Label each corner of the room: Strongly Agree, Agree, Disagree, and Strongly Disagree.
 - c. Have students take a corner of the room based on their ideas.
 - d. Ask students to share with other students who chose the same corner for 1 minute.
 - e. Ask one student from each corner to share the ideas from their classmates. Allow students to move to a different corner of the room if they change their minds.

Lesson 3: Committees and Public Hearings

This lesson can be split into two days.

Overview

The policy committees are essential for reviewing bills and refining them before making a recommendation to the full chamber.

Committee members aim to pass the best possible policies for North Dakota. In this lesson, students will learn more about committees, public testimony, and think through their own position on a bill.

Essential Questions

- How do committees help refine and shape public policy?
- To what extent do personal testimonies influence legislators?

Objectives

Students will:

- Understand policy committees and where they fit into the lawmaking process.
- Learn about the tools we have to participate in the legislative process:
 - Students will understand the concept of stakeholders and where their voice might fit into the process.
- Experience participation in the legislative process:
 - Students will begin to prepare for public engagement by watching public testimonies.

Lesson 3: Committees and Public Hearings

Classroom Activity #1: Understanding Committees

1. As a class or in pairs, review **pages 7-9** of the *Guide to the Legislative Branch*. Have students discuss:
 - Who files the bills?
 - What are committees? And why are they important?
 - Do you think committee members should be experts on the subjects reviewed by their committees? Why or why not?
 - Why is the public hearing important in the lawmaking process?
 - How does public testimony change legislators' opinions?

Classroom Activity #2: Testimony

1. Tell students that they will watch a selection of testimonies on the bill, both those in favor and in opposition. Have them fill out the Testimony Worksheet on **page 26** of this guide.
2. Have a class discussion following each testimony:
 - a. Was this a personal story?
 - b. Whom does this person represent?
 - c. Do you share their perspective on the issue?
 - d. Did anything they said add to your understanding of the issue?
3. Reflection questions about the testimony overall:
 - a. Do emotional testimonies hold more weight than testimonies based on statistics and economics?
 - b. Was there a voice (or stakeholder) missing from testimony?
 - c. What was the most compelling testimony to you?
 - d. What testimony do you think would be the most compelling to the legislators?

Lesson 4: Fiscal Committees and Amendments

This lesson can be split into two days.

Overview

Students will learn about the important role of the appropriations (fiscal) committees and what amendments are.

Essential Questions

- How do policy and fiscal committees differ?
- What is the importance of the fiscal committees?
- How do amendments help shape policy?

Objectives

Students will:

- Understand and explain the structure and processes of the legislature.
 - Students learn that formality and decorum in the legislature are used to depersonalize conflict and to debate ideas, not individuals.
 - Students learn how deadlines and amendments help and hinder the progress of bills in the legislature.
- Learn about the tools we have to participate in the legislative process.
- Experience participation in the legislative process.
 - Students consider and develop their own opinions on the merits of a policy.

Lesson 4: Fiscal Committees and Amendments

Classroom Activity #1: Fiscal Committee Discussion

1. Warm Up Questions: When thinking about the testimonies that you watched in the last lesson, did you hear more opinions or more facts? What is the difference between opinion and fact? Do you think facts or opinions are more convincing?
2. **Appropriations (fiscal) committee:** Where bills go if they meet a certain threshold of funding.
 - a. Why is the appropriations committee so important?
 - i. Answer 1: The committee decides how much the state should spend on a bill/program/issue/idea. How much funding a program has makes it more or less effective
 - ii. Answer 2: They also decide how to raise the money to pay for it, such as through taxes or fees.
 - b. Why is the fiscal committee placed where it is in the legislative process?
 - i. Answer: The appropriations committee follows after the policy committee, because the policy committee may not worry about the cost of a bill as much.
 - ii. Example policy: Every student gets a personal laptop, a big-screen monitor, and high-speed internet. Great idea! But the appropriations committee may decide not to fund all, part, or any of it.
 - c. How is the state government different from the federal government in terms of finances?
 - i. Answer: In North Dakota, everything has to be paid for, unlike the federal government, which can print money and run deficits. Our state can't do that. The budget must be balanced each biennium (2-year budget cycle).

Lesson 4: Fiscal Committees and Amendments

Classroom Activity #2: Balanced Budget

1. Now that you've had a class discussion on why funding for a bill is so important, it's the students' turn to try it out.
2. Have students fill out the Funding a Bill Worksheet on **page 27** of this guide. They will allocate a small amount of money to various programs and provide an explanation for their reasoning. Feel free to tailor these programs to ones that resonate locally with your students.
3. Discuss their responses afterward: What challenges are there in deciding how to spend money on programs?

Classroom Activity #3: Amendments

1. In the *Guide to the Legislative Branch*, have students review **page 6** to remind them what a bill looks like, and then read the Bell-to-Bell Cell Phone Ban example on **page 9**.
 - a. Why are amendments important in the lawmaking process?
 - b. What are some reasons that a bill would need to be amended from how it was originally introduced?
 - c. For the bill the class is following, are there any amendments you would add?
 - d. What are some ways that North Dakota citizens can suggest amendments or give feedback on a bill moving through the legislative process? Answer: Contact their legislators or the committee members and provide testimony.
 - e. What are some reasons that existing state laws may need to be amended over time through the lawmaking process?

Lesson 5: Floor Debate and Vote

Overview

Students will examine where your class's bill is in the legislative process: the floor. Students will watch the floor debate and examine the arguments made, identifying strong and weak points.

Essential Questions

- Do arguments on the floor sway legislators in their vote?
- Why is decorum important, especially when it comes to controversial issues?

Objectives

Students will:

- Understand and explain the structure and processes of the legislative process.
 - Students will know where the bill is in the legislative process and understand how the floor vote works.
- Learn why decorum is important to the legislative process.

Lesson 5: Floor Debate and Vote

Classroom Activity #1: Where Is the Bill

1. Students read **page 12** of the *Guide to the Legislative Branch*.
2. Where is the bill (that your class is following) in the legislative process?
3. Have them write out the steps the bill has already gone through.

Classroom Activity #2: The Floor

1. In the *Guide to the Legislative Branch*, have the students read **page 10** about the floor debate and vote.
2. Share the definition of decorum: “The respectful and orderly conduct expected of legislators during formal meetings. This includes avoiding personal attacks, respecting procedures, and maintaining a formal atmosphere to focus on policy rather than personalities.”
3. Discuss as a class:
 - a. What does the “floor” mean?
 - b. What is decorum?
 - c. What are three reasons why decorum is important?
4. Have the students—either individually or in small groups—watch the floor debate for the bill you’re following and complete the Floor Debate Worksheet on **page 28** of this guide. Afterward, discuss as a group:
 - a. What arguments did you hear that you expected?
 - b. What arguments did you hear that surprised you?
 - c. Did the outcome of the floor vote surprise you?

Lesson 6: The Second Chamber

This lesson can be split into two or three days.

Overview

Students will follow a bill as it's headed to the other chamber (House or Senate) and watch it go through another committee hearing where members of the public can give their testimony.

Essential Questions

- To what extent does public testimony influence legislators?
- How do legislators use interpersonal skills to assist their agendas getting passed?

Objectives

Students will:

- Understand and explain the structure and processes of the legislature. Both chambers must agree on the exact same bill language.
- Learn how members of government work together to better the state.
- Experience participation in the legislative process.

Lesson 6: The Second Chamber

Classroom Activity #1: Review

1. Remind students where the bill is at in the legislative process: that it has “crossed over” to the other chamber (House or Senate). It will be assigned to a committee and receive a public hearing and a floor vote again.
2. Whole-class Discussion: This can be conducted by standing in a line in front of the class (1-10), engaging in a silent written activity, or using a think-pair-share approach.
 - a. After watching the bill move through the first chamber, how confident are you on a scale of 1-10 that the bill will be passed into law? And why?
3. Pair students up or put students into small groups. Using only their collective brainpower, have students recall the main arguments that legislators gave in support of the bill, as well as the main arguments given against it during the floor debate.

Classroom Activity #2: Committee Hearing

1. Have students watch the committee hearing in the second chamber and fill out the Testimony Worksheet on **page 26** of this guide.
2. Discuss as a class:
 - a. Were there any arguments presented in the second chamber that weren't presented in the committee hearing in the first chamber?
 - b. How did this committee hearing differ? Did committee members ask different questions from the committee members in the first chamber?

Lesson 6: The Second Chamber

Classroom Activity #3: Analyzing the Arguments

1. Have students identify the strongest argument presented in favor of the bill and against the bill (in their own opinion).
2. Have them fill out the worksheet on **page 29** of this guide titled “Analyzing Arguments For or Against a Bill.” They’ll categorize the arguments into three categories: political, ideological, and economic.
3. Discuss as a class or have students write:
 - a. Which type of argument (from the three categories) seems to be the most convincing to the legislators?
 - b. Which type of argument is most convincing to you?

Classroom Activity #4: Background

1. Explain to students that it’s not only procedures and strong arguments that allow ideas to become laws.
2. Other factors influence whether laws are passed:
 - a. **Political capital:** The ability to influence decisions through things like holding a leadership position, having a lot of experience, or having a good relationship with others.
 - b. **Perseverance:** Continue trying, even in the face of barriers or setbacks, to achieve your policy goal.
 - c. **Demographics:** Who is serving in the legislature, and how much time do they have available for lawmaking? *The ND Legislature meets for 4 months every 2 years, and lawmakers need to live in Bismarck full-time, for the most part, during that time. They must have enough flexibility in their life to do so.*

Lesson 6: The Second Chamber

Classroom Activity #4: Behind the Scenes

1. Split your class into three groups and have each group discuss one of these aspects of the lawmaking process: Political Capital, Perseverance, and Demographics.
2. Have them complete the “Beyond Debate: How to Get a Bill Passed” worksheet on **page 30** of this guide for their assigned topic area.
3. After they finish filling out their section of the chart, have each group report out their responses to the class.
4. Whole Group Discussion:
 - a. What do you think is most important to get bills passed in the legislature: having political capital, persevering through setbacks, or having the time to work on lawmaking?
 - b. How do you think North Dakota can support a legislature composed of more varied demographics and backgrounds? Do you think that would be important for lawmaking? Why or why not?

Lesson 7: The Final Steps

This lesson can be split into two to three days.

Overview

Students will learn about additional factors that influence the legislative process, including conference committees, demographics, and bipartisanship. They will understand how they can participate in the legislative process.

Essential Questions

- How does bipartisanship benefit the state?
- How do individuals get involved in the bill-making process, and why is that important?

Objectives

Students will:

- Understand and explain the structure and processes of the legislature.
- Learn how members of government work together to better the state.
- Understand the final steps to a bill becoming a law.
- Experience participation in the legislative process.

Lesson 7: The Final Steps

Classroom Activity #1: Review

1. Have students pair off and discuss where the bill is and where it will head next. They can refer to **pages 11-12** of the *Guide to the Legislative Branch*.

Classroom Activity #1: Conference Committee

1. There is an additional step that's not listed on **page 12** of the *Guide to the Legislative Branch*.
2. Bills from both houses (the House and the Senate) must be passed with identical language. If the bill is changed while going through the second house, the first house can "concur" (agree) on the amendments to the bill.
3. What if they don't concur? A conference committee will be appointed, consisting of three members from the House and three from the Senate. The conference committee will attempt to reach a consensus on the final form of the bill.
4. Watch the 2025 conference committee on Senate Bill 2133 - starting at 4:29:45 of the video. The House and Senate disagreed on the amount to charge people for a blackout license plate.
5. After watching the video, discuss with the class:
 - a. What happened in the conference committee?
 - b. Does the dispute between the two houses surprise you?
 - c. What would you have advocated for if you were on the committee?

Lesson 7: The Final Steps

Classroom Activity #3: Demographics

1. Review the political and demographic makeup of the 2025 House and Senate members.
 - a. Given these demographics, ask students whether they're surprised that the bill you're tracking did or did not pass.
 - b. Or you can ask them if they're surprised that the bell-to-bell cell phone ban passed in K-12 schools in the 2025 session.

Classroom Activity #4: Bipartisanship

1. Class Discussion: While we see in the media that lawmakers often argue and struggle to get along, North Dakota legislators regularly collaborate on bills and vote together on key issues. Most bills are about the operations of our government, such as maintaining roads or setting the budget. The bills we tend to hear most about in the news are often those that are controversial, but most bills don't fall into this category.
2. Define bipartisanship: When members of two different political parties collaborate.
3. In the 2025 legislative session, Senate Bill 2228 had bipartisan support. Read through the bill and discuss why both Republicans and Democrats in North Dakota might support this bill to give grants to support rural grocery stores.
 - a. What makes an issue partisan or bipartisan?
 - b. Why is it important for lawmakers from different political parties to work together?

Lesson 7: The Final Steps

Classroom Activity #4: Compromise

Whole group activity: Four Corners Discussion

1. In each of the four corners of the room, place one of these signs: Strongly Agree, Agree, Disagree, and Strongly Disagree.
2. Read this statement to the class or write it on the board:
“Compromise is necessary to enact change.”
3. Have students stand in the corner that corresponds to their opinion.
4. For one minute, have students share their ideas with the people in their corner.
5. Take one comment from each corner. Allow students to move if they change their mind.

Classroom Activity #5: Bill Overview

1. Have students go to ndlegis.gov, search for the bill you’ve been following, and write down the answers to the following questions about the bill:
 - a. How many amendments were offered on the bill? How many passed?
 - b. Look at the roll calls for the final votes in both the House and the Senate. Did your representatives vote for or against the bill?
 - c. If it passed, when did the governor sign the bill?
2. Have students review **page 11** of the *Guide to the Legislative Branch* and discuss as a class, or have them write down their answer to this question: What are the options that the governor has once the bill is passed by the legislature?

Lesson 7: The Final Steps

Classroom Activity #6: How Can I Get Involved?

1. Share the videos on **page 14** of the *Guide to the Legislative Session*. The video on how to write and submit testimony on a bill will be especially helpful for students wanting to get involved in the legislative session.
2. Discuss these questions as a class:
 - a. Have you seen students get involved in the legislative session? Are there any barriers preventing students from getting involved?
 - b. How can you be involved during the legislative session? Some Answers: Emailing your legislators, giving testimony, telling others about the bill you're tracking, writing a letter to the editor about the bill, or considering running for office.
 - c. What is important for you to know if you want legislators to listen to you?
 - d. Do you think contacting your state legislators can make a difference in how they consider or vote on an issue? Why or why not?

Extension Activity: Beyond This Session

1. Question for the class: Do you think the issue in your bill will come back around the next legislative session?
2. Have your students research if any other states have recently passed a similar law to the bill you were tracking.

Bill Summary Worksheet

Student Name: _____

Bill Number: _____

Visit ndlegis.gov and search for the bill. Answer the questions below:

1. Who sponsored the bill?
2. What committee was the bill assigned to in each chamber?
3. Read through the bill. What's the main purpose of the bill?
4. What do you think the impacts of the bill will be for North Dakota?
5. Are there any reasons that the bill might not pass or would need to be amended (changed)?
6. Do you think the bill is a good use of time and/or money?

Testimony Worksheet

Student Name: _____

Bill Number: _____

Committee Name: _____

Hearing Date and Time: _____

Visit ndlegis.gov and search for the bill. Watch the video of a committee hearing and select two testimonies for the bill and two against. Fill out the table below.

Name of Testifier	For or Against	List 2-3 of Their Main Points	Most Compelling Argument

Funding a Bill Worksheet

Student Name: _____

Many bills have some type of spending connected to them. If it's a bill to build a new road, the state needs to set aside money to build it.

This is where the **appropriations committee** comes in. This committee reviews spending bills that reach a certain dollar amount. A bill might receive a favorable recommendation from a policy committee, but the appropriations committee has the power to reduce the funding or give the bill a Do Not Pass recommendation.

Did you know? Our state is required to have a balanced budget. We must have enough money to cover all our expenses. If we don't, lawmakers have to decide how to balance it: by cutting the budget and/or raising taxes.

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Now It's Your Turn:

Your Budget: \$10

Programs to Fund:

- Planting trees
- Increasing teacher pay
- Building a needed road
- Free internet
- New or updated public library in town
- Grants for college scholarships
- Local mental health services

Decide how much of the \$10 you'd give to each of the above programs. Why did you fund one program more or less than another?

Floor Debate Worksheet

Student Name: _____

Bill Number: _____

Chamber (House or Senate): _____

Floor Debate Date and Time: _____

Visit ndlegis.gov and search for the bill to watch the floor debate. Feel free to stop the video once your section has been discussed, then fill out the information below.

1. Sponsor's name, political party, and district:

2. Recommendation from the committee (Do Pass, Do Not Pass, or Without Recommendation):

3. Arguments for the bill:

4. Arguments against the bill:

5. In your opinion, what was the strongest argument made and why?

6. Did it pass or not? What was the final vote on the bill? (example: 30 yes to 17 no)

7. How did your legislator(s) vote on the bill? Did they represent your point of view?

Analyzing Arguments For or Against a Bill

Student Name: _____

Bill Number: _____

Chamber (House or Senate): _____

Hearing Date and Time: _____

1. Visit ndlegis.gov and search for the bill to watch the committee hearing.
2. Identify the strongest arguments raised for and against the bill.
3. Categorize the arguments into the three categories below: political, ideological, and economic.

Political (ideas that have to do with governmental processes)	Ideological (ideas that relate to values, morals, and ideas)	Economic (ideas that relate to finances and money)

Beyond Debate: How to Get a Bill Passed

Student Name: _____

Bill Number: _____

1. As a group, discuss your assigned topic: political capital, perseverance, or demographics.
2. Complete the chart below for your topic area.

	Why is this important to the bill passage?	How do legislators use this aspect of the lawmaking process?	How can this aspect help or hinder the lawmaking process?
Group 1: Political Capital			
Group 2: Perseverance			
Group 3: Demographics			

Resource Center

- **North Dakota Resources**

- [ND Legislative Branch Website](#)
- [ND Student Legislative Tours](#)

- **iCivics**

- [State and Local Governments Resources](#)
- [State Legislature Lesson Plan](#)
- Video: [Legislative Branch](#)

- **National Conference of State Legislatures**

- [Learning the Game](#)
- [Civics Education Materials for K-12](#)
- [Civic Learning Week Toolkit](#)

- **Separation of Powers & Checks and Balances**

- Video: [CrashCourse](#)
- Video: [Khan Academy](#)
- Video: [Learn Bright](#)

- **Washington State Legislature**

- [Classroom Activities and Learning Materials:](#)
 - Mock Committee Hearing
 - Chutes and Lawmaking Board Game
 - Budgeting Balance Exercise



The League of Women Voters of North Dakota is a nonpartisan, grassroots organization dedicated to empowering voters and future voters across the state.

We envision a democracy where every person has the desire, the right, the knowledge, and the confidence to participate.

Learn more at lwnd.org.

This text is a publication that can either be printed or published electronically. This guide was adapted from Teach with TWG, which creates curriculum about government in Washington State. The information was adapted and expanded by LWNVD volunteer, Whitney Oxendahl. If you have questions, please email nodaklwv@gmail.com.

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