

Appendix C



Year 3 Daily Prompts

November/Month One (Year 3—*Better World*): Making Ourselves, School, and World Better

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Pick a problem in your community right now that matters to you. How could you convince someone to think about this problem in a different way, using Constructive Creativity? (Skill: Social Problem-Solving)	What is the biggest problem facing our country right now? How can Constructive Creativity help? (Virtue: Constructive Creativity)	How do you get informed about the current events of the world? How can you be sure the news you are getting is honest news? (Skill: Communication)	What country do you think has a misunderstanding of how people live in the United States? If you could give a tour to some students from that country, where would you take them and why so they would better understand the United States? (Theme: Making Ourselves, School, and World Better)	What would you be willing to sacrifice (or what would you give up) to make the world a better place? Why? (Theme: Making Ourselves, School, and World Better)
Week 2	Sometimes kids get into trouble when they are bored. Why do you think this is? How can Constructive Creativity solve this problem? (Virtue: Constructive Creativity)	What is the best thing about living in... your town, this state, this country? Why? What are you most optimistic about for the future of this town, this state, this country? (Skill: Social Problem-Solving)	What songs would be on a playlist describing your neighborhood? Why? (Skill: Communication)	What do you think is the biggest health problem facing our country? What good habits would help people face this problem? What can you do about this? (Theme: Making Ourselves, School, and World Better)	What worries you about our country or the world right now? How can Constructive Creativity help with this worry? (Virtue: Constructive Creativity)
Week 3	What upsets you in your community or neighborhood? What can you do that is constructive to make the situation better? (Virtue: Constructive Creativity)	Do you think weighing pros and cons is the best way to make a decision? What other ways have you tried? (Example decisions: pick between two high schools to attend, pick between two sports you'd like to play, or pick either having fun with friends or doing homework) (Skill: Social Problem-Solving)	How important is money to you? How much money does it take for people to be happy? Should we send money to people who have problems, in our town/state/country/ around the world? What other ways might help? (Skill: Social Problem-Solving)	What place do you consider the safest place in the world? Why? (Theme: Making Ourselves, School, and World Better)	What questions do you have for the President of the United States? How might you get your questions answered? (Skill: Communication)
Week 4	What is the worst invention of all time? Why? (Virtue: Constructive Creativity)	What are examples of conflicts you are reading about/hearing about in the news? How are people trying to resolve them? How can they do a better job, in your opinion? (Skill: Social Problem-Solving)	Describe the United States to an alien from another planet. Do you think they would want to live here? (Skill: Communication)	What does free speech mean to you? Do you think there should be any limits on free speech? (Skill: Communication)	Many parents don't let kids play with toy guns. Why do you think they do this? Do you think this is a good idea? Why or why not? What about video games involving violence? (Theme: Making Ourselves, School, and World Better)

December/Month Two (Year 3—*Better World*): Giving Back to Ourselves, School, and World

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Why do news reports focus so much on negative news? What would you suggest doing differently if anything? (Virtue: Helpful Generosity)	How do groups of people become enemies when they don't even know each other? What do you think can be done to help these groups stop being enemies? (Skill: Social Problem-Solving)	Who in your life is best at talking about problems? Why? (Skill: Communication)	We take things for granted every day. What do you take for granted? Would the world be better if we noticed more things with our senses? Why? (Theme: Giving Back to Ourselves, School, and World)	Do you expect people to be generous to you? Why or why not? Should people expect you to be generous to them? (Virtue: Helpful Generosity)
Week 2	Do you think people are generally charitable? If you were in need in an unfamiliar place, would you trust a stranger to help you? Why or why not? (Virtue: Helpful Generosity)	Who is the most successful person you know? What obstacles did they overcome in order to get to where they are now? (Skill: Social Problem-Solving)	If you could write a letter to one of the most influential people in the world, who would it be and what would you want to say? Why? (Skill: Communication)	Is giving gifts important in your family? Why or why not? Why do you think giving presents is a part of some holidays and not others? (Theme: Giving Back to Ourselves, School, and World)	Men and women volunteer in our country to be a part of the military. What do you think motivates them to do this? (Virtue: Helpful Generosity)
Week 3	Many studies show that people who give to others—whether time or money or help—are happier than those who get things from others. Do you agree or disagree? Why? (Virtue: Helpful Generosity)	There have been many stories in the news about racism and antiracism. Do you feel this is necessary? Is there a story about racism or antiracism that you would like to tell/make sure gets told? (alternative: Think of a news story right now that captured your attention. What reasons do you think the person (or group or country) had for acting the way they did?) [Feel free to expand this prompt to be discussed over several days, if appropriate] (Skill: Social Problem-Solving)	If you look around your community, what type of body language do you see? Do you carry yourself differently inside and outside of school? (Skill: Communication)	Do you think it is necessary to care for the world around you? Are you engaged in any service activities in the community? Why or why not? (Theme: Giving Back to Ourselves, School and World)	Think about a hero or heroine in a news article or story that you have recently read or heard about. What made this person heroic? How might the world differ without heroes and heroines? (Virtue: Helpful Generosity)
Week 4	Imagine that you have been asked to raise money for a local charity. Which charity would you choose, and how would you convince people to donate? (Theme: Giving Back to Ourselves, School and World)	Gratitude is known to improve mental and physical health. Knowing that, what makes it hard for so many of us to practice being grateful? What can help to increase expressions of gratitude? (Skill: Social Problem-Solving)	Do you think cell phones have helped communication for teenagers? What are the benefits? What are the disadvantages? (Skill: Communication)	What is the difference between pride and humility? How would the world be different if it were full of humility or full of pride? (Theme: Giving Back to Ourselves, School and World)	Where in your life outside of school are plans necessary? Who is the best in your family at making plans? Why do you say this? (Skill: Social Problem-Solving)

January/Month Three (Year 3—*Better World*): Planning for the Future

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	On any news network, we learn so much about the bad events occurring around the world. If you could say one sentence to a news reporter about optimistic future-mindedness, what would you tell them? (Virtue: Optimistic Future-Mindedness)	Think about a time when you have been in a group outside of school and other people are hesitant to speak and discuss. What can you do to make it more likely that they will participate? Why is it important to do this? (Skill: Social Problem-Solving)	There are many people who did not have enough money to afford dinner last night. How do you think they feel? How can other people be helped to recognize this and assist them? (Skill: Empathy)	Who is your favorite historical figure? What have you learned from them? (Theme: Planning for the Future)	What do these words mean to you: idealist; dreamer; pessimist; optimist; realist. Which one or two words do you feel best apply to you? Why? (Virtue: Optimistic Future Mindedness)
Week 2	What is one positive thing that you have done for others this week? How does that help make the whole world a better place? (Virtue: Optimistic Future-Mindedness)	People differ in so many ways like gender, sexuality, religion, race, where they come from, etc. What do we need to do in order to create a safe space for a variety of different people? (Skill: Social Problem-Solving)	Do you have to accept and love all ideas in order to be a loyal member of the United States? Why or why not? (Skill: Empathy)	School is like a job for young people. What skills are you learning in your life as a student that will help you become a better worker one day? (Theme: Planning for the Future)	What are some mental health benefits of feeling comfortable with people from different races, backgrounds, abilities, etc.? (Virtue: Optimistic Future Mindedness)
Week 3	Why do we study history at school? What can we learn from people and events in our past? (Theme: Planning for the Future)	What is corruption? What does it mean when governments are corrupt? What problems does that lead to? What would happen if there was corruption in how schools were run? (Skill: Social Problem-Solving)	Does our social media-filled world create too much emotional sharing? Why or why not? (Skill: Empathy)	Some people believe that each of us creates the future but we are more successful when we create it together. Do you agree? Why or why not? What do you think your role is in creating the future? (Theme: Planning for the Future)	What does it mean to be optimistic? What does it mean to be future-minded? Do they always go together? Why is it good when they do? (Virtue: Optimistic Future-Mindedness)
Week 4	Would you consider the world to be an organized place? Why or why not? What world organizations are you familiar with? What do you think about them? (Theme: Planning for the Future)	We are flooded with images of pain and suffering streaming across the news. What is being publicized that is an example of intolerance, bigotry, bias, or disregard of others? Does not watching help the problem? Why or why not? (Skill: Social Problem-Solving)	If politicians had more open forums to hear the perspective of local individuals, do you think this would make things better or worse? Why? (Skill: Empathy)	"If you don't have a purpose, you don't have a future." What do you think this quote means? How does it apply to your life? (Theme: Planning for the Future)	"Government's job is to problem-solve for the people." Do you agree with this? What involvement have you had with the government in your community to support problem-solving? How do you think the government in your community can do a better job? (Skill: Social Problem-Solving)

February/Month Four (Year 3—*Better World*): Showing Resilience and Overcoming Obstacles

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	As students, school is your job and it is important that you arrive ready to learn. What would happen if a mayor, governor, army general, or president were having a bad day and arrived at work with a negative attitude? How do you reset a negative attitude? (Virtue: Responsible Diligence)	The fight against hunger has been occurring for years. Do you believe that all problems in the world have solutions? If so, why has the problem of hunger not been solved yet? (Skill: Social Problem-Solving)	Do politicians have the power to change the emotional experiences of people in their communities? States? Countries? Why or why not? (Skill: Emotional Regulation)	The world is full of opportunities, but we must seek them out. Does failure mean you will never succeed? Do successful people ever fail before succeeding? (Theme: Showing Resilience and Overcoming Obstacles)	In the United States, there are plenty of students in leadership positions. How can you become a leader in your community? What obstacles might you face? How can you overcome them? Whose support will help you? (Virtue: Responsible Diligence)
Week 2	Diversity is a very important part of our communities. Although all students are not from the same cultural background, what is one way that your town or neighborhood can demonstrate understanding and appreciating differences in cultures? (Theme: Showing Resilience and Overcoming Obstacles)	What emotions do you feel about problems in your community? Share specific examples. What would change if more people acted on these emotions? (Skill: Social Problem-Solving)	Imagine your favorite place in the world. Using your five senses, describe this place to someone else. Now, think about why you like this place so much. [Consider having students share with a classmate in small groups or partners to allow all to share.] (Skill: Emotional Regulation)	High school is a difficult transition for some students. What is one positive statement you could say to yourself in order to have hope in your potential for the future? (Theme: Showing Resilience and Overcoming Obstacles)	Do you believe all politicians work as hard as they should to make our community and our country a better place? Why or why not? Reflect on what information you used to answer that question. (Virtue: Responsible Diligence)
Week 3	Is it possible to fully forget about a problem that occurred in your past? If yes, how? If not, how does this memory impact the ways communities and countries think about these problems [potentially consider racism, poverty, gender bias, COVID-19, other ongoing issues]? (Theme: Showing Resilience and Overcoming Obstacles)	What motivates citizens to vote? How do you feel about being able to vote in the future? Are there any negative consequences if those who are old enough to vote do not vote? (Skill: Social Problem-Solving)	Some people feel that expressing certain emotions is looked down on in our world. For instance, people might say, “You’re weak if you cry” or “Why are you getting excited, that’s not a good way to react.” Do you think there are some emotions that are looked down on in your family, among your friends, or in your culture? Why? Do you agree? (Skill: Emotional Regulation)	Who is the most authentic person (or the most positive person, the most honest person) that you know? What have you learned from them about resilience? (Theme: Showing Resilience and Overcoming Obstacles)	After a politician makes a decision, is the problem-solving process over? If not, why is it important that they do anything else? (Skill: Social Problem-Solving)
Week 4	John Lewis said that sometimes, it’s necessary to get into “good trouble.” What did he mean? Do you agree or disagree? Based on this, what are some ways to help those who are having difficulty in your community? (Theme: Showing Resilience and Overcoming Obstacles)	What do you think it feels like to be homeless? What emotions do you think children who are homeless experience? How do you know? (Skill: Social Problem-Solving)	Does self-regulation get easier with age? In other words, is it easier for adults to regulate their emotions than teenagers? Why or why not? (Skill: Emotional Regulation)	If someone tried to keep you from voting, how hard would you try to vote? Why is voting important/not so important to you? (Theme: Showing Resilience and Overcoming Obstacles)	If something in the world was troubling you, how can you let someone know? Brainstorm all the possible individuals, organizations, or groups that you might contact. (Skill: Social Problem-Solving)

March/Month Five (Year 3—*Better World*): Appreciating Ourselves, Our School, and the World

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	What are warning signs of violence between different groups in your school and/or community? What strategies can be used to prevent violence from breaking out between groups? (Virtue: Compassionate Gratitude)	Are there any conversations at the governmental level that you feel are one-sided? How do you think this could be changed? (Skill: Communication)	What are some ways that our country can improve in the next five years? How will demonstrating empathy impact the success of our country? (Skill: Empathy)	What is one way that you can not only tolerate or accept diversity around the world but instead embrace it? What is the difference between tolerating, accepting, and embracing? (Theme: Appreciating Ourselves, Our School, and the World)	What is one location that you're grateful for in your community? What would happen if this place were closed to the public? (Virtue: Compassionate Gratitude)
Week 2	An anthropologist named Margaret Mead once said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever does." Do you agree, disagree, or are you not sure? Why? (Theme: Appreciating Ourselves, Our School, and the World)	Do local leaders need to show empathy? Why or why not? (Skill: Empathy)	Who are famous individuals you can think of who communicate effectively and how do they do it? Any who don't? What do they do that you most notice? (Skill: Communication)	Norm Kelly once said, "You can't pour from an empty cup." What does this analogy mean? What do you do when your "cup" is near empty and you need to take care of yourself? How can this help us care for others? (Theme: Appreciating Ourselves, Our School, and the World)	Do government officials practice gratitude in public? When? Do you think they should do so more or less? (Virtue: Compassionate Gratitude)
Week 3	What would you consider the best way to communicate with your community if you were a local politician? Why would this work best? (Skill: Communication)	Many scientists now believe that everyone is born with empathy. Do you agree, disagree, or are you not sure? Do you think everyone's empathy—including yours—can be improved? Explain why or why not. If you think yes, how can you improve YOUR empathy? (Skill: Empathy)	There are plenty of people in the world who take for granted the privileges they have. What are some examples of privilege? Knowing the importance of showing compassion and being grateful, what advice would you give privileged people? (Virtue: Compassionate Gratitude)	Not every school gives all of their students equal treatment and equal opportunity. What are some ways you think your school tries to be especially fair to everyone? What happens when schools are not fair? (Theme: Appreciating Ourselves, Our School, and the World)	If you could ask someone from another part of the world to write a blog about their country so you could learn more about it, what country would you pick and what are some things you would want them to blog about? Are there any blogs that you follow now that tell you about what's happening outside this country? (Skill: Communication)
Week 4	Think of groups in your community who are shown less appreciation than others. Reflect on how that impacts your community as a whole. (Theme: Appreciating Ourselves, Our School, and the World)	Do you consider racism to be a problem in your community? In other communities? Knowing this is a difficult topic to communicate about, how would you share your opinion if asked to do so? (Skill: Communication)	Think about the most empathic male and female you know in your community. What is one quality of each that you would like to adopt in your own life? (Skill: Empathy)	Considering the topic of compassionate gratitude, name one way that you plan to "pay it forward" in your life, both in school and beyond. (Virtue: Compassionate Gratitude)	Some people have trouble empathizing with tragic events happening in other parts of the world. Why do you think this is? What would help us feel more empathy for what is happening in other places? (Skill: Empathy)

April/Month Six (Year 3—*Better World*): Connecting With Others and Being a Leader

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Think of a time in history where compassionate forgiveness was used. How did this impact the outcomes of the situation, or what happened later? (Virtue: Compassionate Forgiveness)	What does it mean to “regulate?” Across different environments and different cultures, does being emotionally regulated look consistent? How might it differ? (Skill: Emotional Regulation)	In the political world, how is kindness lost? Give one example of unkindness in politics that you are aware of? How could this be improved? (Skill: Empathy)	Leadership is often defined as a twofold concept. It is the ability to analyze your goals/ have the self-esteem to carry them out and the ability to guide or direct others. Does this mean that only extroverted, or outgoing, people can be leaders? Why or why not? (Theme: Connecting With Others and Being a Leader)	Name a situation in the world that still requires forgiveness. How might world conflict change if an apology was given? What forms has that taken in history? (Virtue: Compassionate Forgiveness)
Week 2	How has social media impacted the way we view our country and our world? Many of us are able to access news very shortly after it occurs. Is this helpful or hurtful? Why? (Theme: Connecting With Others and Being a Leader)	Sometimes it is hard to put yourself in someone else’s shoes. What would you tell a younger student who is struggling with this skill? How might you discuss the skill of empathy with an adult? (Skill: Empathy)	What would happen in our world if all individuals—and especially our leaders—never learned to regulate their emotions? (Skill: Emotional Regulation)	Name three ways that this school could help you better develop as a leader. What would you need in order to effectively enter the workforce feeling like an effective leader? (Theme: Connecting With Others and Being a Leader)	There were wars in our past and there are still wars occurring today. If we all actively practiced compassionate forgiveness, could future wars be prevented? Why or why not? (Virtue: Compassionate Forgiveness)
Week 3	Does media (the news, social media, etc.) impact your feelings throughout the day? Why or why not? Do you think there should be an age requirement for having access to media? Why or why not? (Skill: Emotional Regulation)	Do you think poor people can be happy? Why or why not? Does having more things make you a happier person? Why or why not? Some say it’s okay for poor people to have less if they are happy with less. Do you believe this is true? (Skill: Empathy)	Paul Gilbert, a psychologist, once said, “In our definition, forgiveness must be preceded by the ability to empathize with or feel compassion for another.” Do you agree or disagree? Why? How might this apply to slavery? (Virtue: Compassionate Forgiveness)	Which political leaders now do you feel connected to? What have they done to help you feel that way? Is there a past political leader you felt connected to? Why? (Theme: Connecting With Others and Being a Leader)	Jonatan Mårtensson once said, “Feelings are like waves, we can’t stop them from coming but we can choose which ones to surf.” What do you think he meant by this? How do you “surf” your emotional waves? (Skill: Emotional Regulation)
Week 4	How much are you affected by what you hear about the world in the media? Do you feel more connected to good things you hear, or not so good things? Why? (Theme: Connecting With Others and Being a Leader)	In some cases, the actions of others might upset you and you are not given the chance to properly communicate how you feel. In these instances, how else can you handle the situation? (Skill: Emotional Regulation)	How does social media impact our ability to sympathize and empathize? (Skill: Empathy)	After the Holocaust, Elie Weisel said, “I will forgive, but I will not forget.” What did he mean? Is forgetting a requirement in order to truly forgive? Why or why not? (Virtue: Compassionate Forgiveness)	When you hear about tragedies happening in other parts of the United States, do you feel empathy? If you were working on a project to assist and serve those involved in the tragedy with other people, do you think your empathy would improve? Why or why not? (Skill: Empathy)

May/Month Seven (Year 3—*Better World*): Looking Forward: Next Steps on the Journey

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	What kind of service activities do you feel help people most contribute to making the world a better place? Have you ever engaged in this specific type of service? Why or why not? (Virtue: Positive Purpose)	After high school, some of you will work, others will go to college, take care of your family members, etc. In thinking about your future, name one way that you plan to improve your communication to make yourself more successful. What do you want people to most know about you? (Skill: Communication)	Are there any problems that you hope to solve before transitioning to high school [college]? What steps would you need to take to help solve that problem? (Virtue: Social Problem-Solving)	Do you have hope for addressing the injustices in this country? Why or why not? (Theme: Looking Forward: Next Steps on the Journey)	Do the local and federal politicians of our world have optimism? Give an example to support your choice. (Virtue: Positive Purpose)
Week 2	Do your goals outside of school and your goals in school need to be the same? If they are different, how might this impact your success? (Theme: Looking Forward: Next Steps on the Journey)	History often repeats itself. How might what you learn in your history classes impact your future? What lessons might your classes teach you about ways to solve problems in the world? (Skill: Social Problem-Solving)	Next year, you will start a new year as a ____ grader [or high school graduate]. How can you use all that you have learned about communication to support this transition? (Skill: Communication)	When you were young, other people made many choices for you. What is one choice that was made that you think has best prepared you to make a positive difference in the world? (Theme: Looking Forward: Next Steps on the Journey)	Regardless of culture, many countries have problems with bullying in school. What is one lesson you have learned in school that you would share with someone trying to tackle the problem of bullying in our world? (Virtue: Positive Purpose)
Week 3	Communicating your thoughts with some people can be easier than communicating with others. Think of a situation, person, or place where you do not feel very comfortable communicating. Why does this place not feel safe sharing your thoughts? Is there a way for you to change this? (Skill: Communication)	Were any international problems in history solved by one person? Give an example to support your answer. (Skill: Social Problem-Solving)	Regardless of your future path, you are going to have obstacles that you will face. How will your positive purpose impact your ability to bounce back from challenges? (Virtue: Positive Purpose)	Every great structure starts with a foundation and builds from there. You had to make a lot of progress to make it to ____ grade. Reflect on your success thus far and name two moments of success for which you are especially proud. If time permits, ask students to reflect also on the foundation on which their success rests. (Theme: Looking Forward: Next Steps on the Journey)	Some problems have been occurring in the world for years. Have we been avoiding them? Why? What do you think of avoidance as a problem-solving strategy? (Skill: Social Problem-Solving)
Week 4	Taking chances can be beneficial, at times. What is something you want to achieve in life that you are willing to take special chances for, in order to be successful? (Theme: Looking Forward: Next Steps on the Journey)	When Martin Luther King, Jr. was young, he did not want to be a preacher. He did not like to communicate to others. How was the world better for his learning to communicate? How will the world be better as you learn to communicate better? (Skill: Communication)	The United Nations was created to help all the countries of the world get together to solve problems. What suggestions would you give to the United Nations to help them be more effective? [Consider visiting the United Nations, online and/or in person as a class if any students are not familiar with it.] (Skill: Social Problem-Solving)	Could your culture and/or where you live impact your ability to believe in your positive purpose? Why or why not? (Virtue: Positive Purpose)	What can students in this school do to address racial tensions within the local community and the world? What will you do? (Skill: Looking Forward: Next Steps on the Journey)

June/Month Eight (Year 3—*Better World*): Looking Back: What Have I Accomplished? What Have I Learned?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Each person has a special talent, skill or understanding that can help the world. Name one talent or skill that is your special contribution to the world. (Virtue: All)	What is one way that you have made a positive impact on the world this year? (Theme: Looking Back: What have I accomplished? What have I learned?)	How would the world change if every person had an optimistic mindset? (Virtue: All)	How does reflection help the problem-solving process? Why is it important for our country and our world to look back at its past realistically? (Theme: Looking Back: What have I accomplished? What have I learned?)	What’s one thing this summer that you can do to help make a positive impact on your local community? (Virtue: All)
Week 2	Sometimes it feels like our successes are only powerful on a small scale. What have MCCs taught you about your potential to impact the world around you? (Theme: Looking Back: What have I accomplished? What have I learned?)	In reflecting on this year, name one step you have taken to take responsibility for your school or your community. How do you feel when thinking back on this success? (Virtue: All)	“It’s time to discover the deeper mission implanted within you” (author unknown) What does this mean? What steps would you need to take in order to help yourself discover your deeper mission? (Theme: Looking Back: What have I accomplished? What have I learned?)	We have had much discussion this year about gratitude and forgiveness. Is there anyone for which you are newly grateful for or someone you want to forgive? What would make you ready to take this step? (Virtue: All)	What did you learn about the world this past year that you did not realize before? How does knowing this help you for the future? (Theme: Looking Back: What have I accomplished? What have I learned?)

*Note: This month intentionally includes two weeks, as assessments/exams and end-of-the-year activities are expected to interfere.

Retrieved from the companion website for *Morning Classroom Conversations: Build Your Students’ Social-Emotional, Character, and Communication Skills Every Day* by Maurice J. Elias, Nina A. Murphy, and Kellie A. McClain. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2022 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.