GD GOENKA SCHOOL | Srinagar Jammu & Kashmir
Thrive. For Life.

WINTER ASSIGNMENT

FOR
GRADE VIII-2025 (Promoted to Grade IX)

"LEARNING IS A CONTINUOUS PROCESS THAT REFINES CHARACTER AND BROADENS PERSPECTIVE!"

Dear Students,

Let's make the most of this break by refreshing our concepts.

This winter assignment is designed to help you review the

syllabus done so far in a simple and focused way.

Use this time to stay in touch with your learning while enjoying

your break.

Please follow the guidelines below carefully:
1. The assignment is purely based on revision of the syllabus completed till date.
2. Write the assignment neatly on loose sheets.
3. Start each subject on a new sheet, with the subject name written at the top.
4. Use proper headings and subheadings to organize your work.
5. Ensure your name, class and section are mentioned on the cover page.
6. Assignments should reflect your understanding and originality

Note: *Each Subject offers three exciting projects, students are directed to attempt any two.*

Subject: English.

Winter break provides students with valuable time to **rest**, **reflect**, and **engage in independent learning**. The Winter Assignment has been designed to encourage creativity, critical thinking, and real-world exploration. Each project connects classroom learning with everyday experiences, helping students see how English is used around them—in stories, in the environment, and in community problem-solving.

   This assignment also ensures that learning continues in a meaningful yet enjoyable way during the holidays. Through hands-on tasks such as observing the neighbourhood, collecting language samples, and identifying real issues in the community, students will strengthen their writing, grammar, organisation, and presentation skills.

The aim of this Winter Assignment is:
- To promote **creative expression and curiosity**
- To build **independent research and observation skills**
- To develop **communication abilities** through story writing, report writing, and formal letters
- To help students connect English with **real-life situations**
- To encourage **responsibility**, **discipline**, and **time management**

Students are encouraged to complete each task with sincerity, originality, and neatness.
………..

PROJECT 1: Story Writing

THE NEIGHBOURHOOD STORY MAP

Theme: Story telling + geography + community awareness

Task Description

   Students will explore their real neighbourhood, observe important places (park, bakery, bus stop, lake, bridge, hospital, school, etc.) and weave a story that moves through these locations.

They will then draw a hand-made or digital map and connect the story to the geographical spaces shown on the map.

Objective
- To connect storytelling to real-life surroundings
- To strengthen descriptive and spatial language
- To develop observation and community awareness

Skills
- Creative writing
- Descriptive vocabulary
- Observation + mapping skills
- Organization of plot

Step-by-Step Tasks

1. Take a short walk around your neighbourhood with an adult.
2. Identify 4–6 places: park, market, footbridge, bus stop, garden, riverside, bakery, clinic, school, etc.
3. Note down what happens at each place—sounds, people, smells, colours, activities.
4. Create a story plot that starts at location 1 and ends at location 6.

5. Include one conflict and one resolution in the story.
6. Add mini-dialogues between characters to show interaction.
7. Draw a story map:
   ◦ Label the places
   ◦ Mark the character's journey with arrows
   ◦ Add symbols (trees, roads, shops, houses)
8. Attach photos or sketches of real places if possible.

Output:
• Story (500–700 words)
• Story Map (A4 or chart paper)
• Short note: "Why I chose these locations?"

Rubrics:
The project will be assessed on the basis of
•Map accuracy & creativity
•Story quality
•Use of descriptive language
•Neatness & visual
•Grammar

PROJECT 2: Real-World Grammar Application/ Report Writing
" ENGLISH AROUND US" SURVEY
 Theme: Spotting grammar usage in real life.

Task Description
Students will explore their surroundings to spot real-life examples of English grammar usage in signboards, menus, social media posts, labels, and public notices. They will collect and photograph at least 30 examples, identify correct and incorrect usage, Analyse common errors, and present their findings with corrected versions and a short report.

Learning Objectives
• To link classroom grammar learning with real-world usage.
• To build observational and analytical skills.
• To promote editing and rewriting skills.

Skills Developed
• Grammar application
• Proofreading & editing
• Data collection & interpretation
• Report writing
• Visual documentation

Step-by-Step-Task
• Choose your scope.
• Decide where you'll look: home street, market, school, shops, social media, product packaging, menus, pamphlets, newspapers, ads, signboards.

- Plan to collect at least 30 different items that show actual language in use (mix of correct english and incorrect english- grammar, spellings, structure etc.).
- Go to your chosen places (or browse official social-media pages / packaging at home).
- Take a clear photo or scan of each example so the text is readable. If it's a webpage/post, take a screenshot and mention the date for each article.
- For each item, write the sentence(s) exactly as they appear (don't "fix" them yet).
- Put the transcription next to the photo in your file or notebook.
- You can make a final collage of all the incorrect sentences.
- Write the correction for each sentence under the incorrect sentence.
- Create a mini report based on collected examples. Analyse the incorrect sentences and find the ratio of the correct/incorrect sentences in the clicked pictures evaluating the percentage of literate people using correct English.

Safety note: Don't photograph people without permission. If a sign is inside a shop, ask politely before taking a photo.

Output: A mini-report based on collected examples.

Rubrics:
 The project will be assessed on the basis of
•Quality of collected examples (variety & relevance)
•Analysis + corrections provided
•Organisation of report (intro, findings, conclusion)
•Language accuracy
•Creativity (photos, clean layout)

Project 3: Letter Writing
SOLVE A LOCAL PROBLEM – DESIGN A REAL SOLUTION

Theme: Awareness of local issues & practical ssolutions.

Task Description

   Students identify one real issue in their locality or school—waste management, littering, noise, stray dogs, water logging, poor lighting, damaged footpaths—and create a practical solution.

Step-by-Step Tasks
 1. Identify the problem (take photo/notes).
 2. Observe the area for 2–3 days or talk to 3–5 people.
 3. Collect evidence: quotes, pictures, short survey.
 4. Brainstorm 3 possible solutions.
 5. Choose the most practical solution and explain why.
 6. Make a diagram or model idea.
 7. Create a slogan poster for awareness.
 8. Write a formal letter to the concerned local authority suggesting your solution.

Output:
- Problem Description
- Photos/Survey Findings
- Final Proposed Solution
- Diagram/Model Idea

- Slogan Poster
- Formal Letter

Rubrics:

The project will be assessed on the basis of

•Evidence collected: Photos, survey (3-5 people), quotes, Observations.

•Relevance: The issue is realistic and locals.

Letter writing.

- Poster making.

Subject: Mathematics

Holiday Model:

1-Polynomial Wheel Model – Create a rotating wheel showing polynomial values for different x.

2-Subject Enrichment Activity:

Choose any one popular tourist destinations of the valley and complete the following:

-Make a bar graph to show their monthly turnover in 2025.

-On the basis of the bar graph, find out when income is maximum and minimum.

-With the help of Pie-Chart, illustrate the various forms of tourism menace faced there.

3- Collection, Presentation and Analysis of Data on the Pollution of Dal Lake, Srinagar. Objectives:

1 To understand the main causes of pollution in Dal Lake (sewage, waste from houseboats, tourism, agriculture, etc.).

2 To collect simple primary and secondary data related to the pollution of Dal Lake.

3 To present the data using tables, bar graphs and pie charts.

4 To analyse the data and suggest simple measures to reduce pollution of Dal Lake. Instructions for data collection

 Students may work individually or in groups of 3–4.

Secondary data (from newspapers, internet, books):

 Find recent facts like: amount of sewage entering Dal Lake, reduction in lake area over time, number of houseboats, and government measures like sewage treatment plants and cleaning drives.

Note each fact with source and year, e.g. "Dal Lake has shrunk in area over the past decades" or "a large share of Srinagar's sewage flows untreated into the lake."

 Primary data (simple local survey/observation):

Prepare a short questionnaire of 5–7 questions to ask neighbours, classmates or relatives, such as: "Have you seen plastic or other waste in Dal Lake?", "Do you think tourists increase pollution?", "Do you know about any cleaning programme for Dal Lake?". Collect at least 20 responses and record them in a tally table.

Field survey (optional)

 If any student visits Dal Lake, they may observe and note: presence of weeds, floating litter, smell, water colour, and areas where cleaning is going on.

Guidelines for presentation of data:
Students should organise their work in an A4 project file.

Introduction (1–2 pages):
1 Brief location and importance of Dal Lake (tourism, fishing, livelihoods, recreation).
2 Short note on why pollution of Dal Lake is a problem (loss of clean water, fish deaths, bad smell, effect on tourism and health).

Data in tables:
1 Students can prepare able showing causes of pollution (sewage, solid waste, agricultural run-off, houseboat waste, etc.) with a short remark for each.
2 Table of survey responses (e.g. "Do you think Dal Lake water is clean? Yes /No") with frequency.
3 Table showing any two time-based facts (for example, earlier and present lake area or change in water quality status over years) using values taken from sources.

Graphs and charts (minimum 2):
1 One bar graph to show number of people giving different answers in the survey (Yes/No/Not sure).
2 One pie chart to show different sources of pollution as percentages (students may convert given figures or make a reasonable simple assumption like dividing 100% among key sources according to secondary data).

Guidelines for analysis and conclusion
1 After presenting tables and graphs, students must write a short analysis in simple language.

2 Comment on which source of pollution seems most important according to the data (for example, untreated sewage from houses and hotels, or waste from houseboats and tourists).

3 Comment on people's awareness from the survey (Do most people think the lake is polluted?)

4 Do they know cleaning programmes?)

5 Mention at least 3 measures being taken or suggested to save Dal Lake, such as sewage treatment plants, connecting houseboats to STPs, de-weeding, bans on dumping waste, and stricter rules for construction near the lake.

6 End with 4–5 student suggestions in simple points, for example: "throw waste only in dustbins", "do not use plastic near the lake", "spread awareness among tourists and local people", "support government cleaning drives".

Subject: Science

The Winter Assignment has been designed to encourage creativity, critical thinking, and interdisciplinary learning. Each project connects Science with real-world concepts from Mathematics and Social Science, helping students understand how different subjects work together in daily life and the environment around them.

The aim of this Winter Assignment is:
• To promote scientific inquiry and cross-disciplinary thinking
• To build observation, data handling, and analytical skills
• To connect classroom science with real-world issues
• To enhance creativity, organization, and presentation skills
• To encourage responsibility, discipline, and time management

Students must complete each task with sincerity, originality, and neatness.

PROJECT 1: SMART WATER MANAGEMENT SYSTEM

Theme: Water conservation, filtration, measurement & community awareness

Task Description:

Students will create a working model showing how water is collected, filtered, stored, and conserved. They will integrate:

Science – rainwater harvesting, filtration, pH testing

Mathematics – measurement of volume, flow estimation, water usage data

Social Science – importance of water laws, community practices, awareness posters

Step-by-Step Tasks:

• Build a rainwater harvesting & filtration model using safe materials.

• Collect 2–3 water samples and test pH using natural indicators.

• Measure daily water usage at home for 3 days and create a bar graph.

• Interview 2 people on water wastage causes in the neighbourhood.

• Prepare a poster: "Save Water – Save Life".

• Explain how water conservation benefits society.

Output:

Model, water observations, pH sheet, graph, interview report, poster

Rubrics

Model quality

Data accuracy

Interdisciplinary links

Creativity & presentation

PROJECT 2: ENERGY IN OUR DAILY LIFE – HOME ENERGY SURVEY

Theme: Electricity usage, energy sources, bills & consumption patterns

Task Description:

Students will study how energy is used at home and how consumption can be reduced.

Science:
• Types of energy sources (renewable/non-renewable)
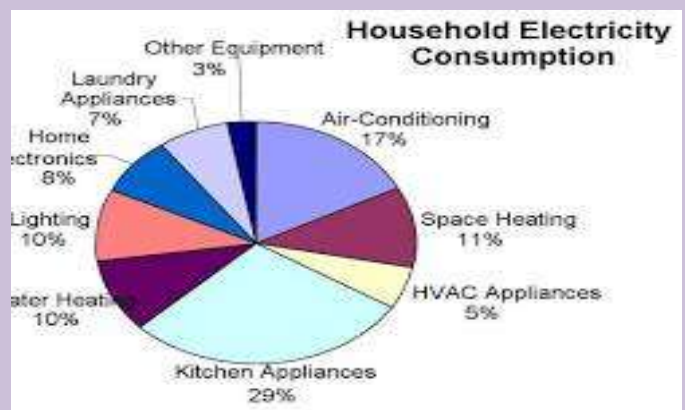• Electricity circuits & appliances

Mathematics:
• Record usage time of appliances
• Estimate daily energy consumption using simple multiplication
• Make a pie chart of high-usage appliances

Social Science:
• Link energy conservation to environmental laws & sustainable development
• Study government schemes promoting energy saving

Step-by-Step Tasks:

• List 10 electrical appliances at home.
• Note their usage time for 3 days.
• Calculate approximate energy consumption.
• Make a pie chart of appliance usage.
• Suggest 5 ways to reduce energy consumption.
• Connect findings to global sustainability goals.

Output:

Appliance list, usage table, calculations, pie chart, sustainability report

Rubrics

Investigation quality.

Maths data accuracy

Science explanation

Presentation & organisation

PROJECT 3: MY NEIGHBOURHOOD ECOSYSTEM MAP

Integration: Science + Social Science + Mathematics

Theme: Ecosystems, biodiversity, community spaces & mapping skills

Task Description:

Students will explore their neighbourhood and map important natural and human-made features.

Science:
• Identify plants, animals, soil types, pollution sources
• Explain ecosystem balance

Social Science:
• Draw a neighbourhood map (roads, park, shops, public areas)

• Study land use & community interaction with environment

Mathematics:
• Use scale drawing for the map
• Approximate distances between locations

Step-by-Step Tasks:
• Take a supervised walk and note 6–8 important places.
• Identify environmental features (pond, trees, air/noise pollution points).
• Draw a neighbourhood ecosystem map with proper scale.
• Describe how people interact with the environment.
• Suggest improvements for cleaner surroundings.

Output:
Neighbourhood map, observation list, ecosystem explanation, improvement ideas

Rubrics

Map accuracy
Environmental observation
Maths scale usage
Clarity & creativity

Winter brings a quiet pause in our busy days, giving us moments to rest, reflect, and prepare for new learning ahead. This Winter Break assignment is designed to help students revise concepts, explore their surroundings, and stay connected to learning in a joyful way.

Aim:
- To reinforce the Social Science concepts learned so far and encourage independent thinking through meaningful activities.

Purpose:
- To revise important topics in an engaging manner
- To promote curiosity about society, history, geography, and civics
- To develop responsibility and regular study habits during the break

PROJECT 1

Re-engineering a Historical Event" (Critical Thinking Project)

Learners are advised to choose any one topic from the following major historical event and reimagine it using alternative decisions.

List of the Events:
- Revolt of 1857
- French Revolution
- Industrial Revolution
- Indian Independence Movement

Higher-Order Thinking Skills:
- Analyze causes and consequences
- Evaluate decisions made by leaders
- Create a hypothetical alternate outcome

What to Make (Project):
- A cause–effect flowchart
- A decision tree showing alternate pathways

Key HOT Questions: Write these questions and answers on loose sheets.
- What was the turning point in this event?
- If leaders made a different decision, how would the world change today?
- Which economic, military, or social factors would shift?

Rubrics
- The project should show a clear understanding of the real historical event, including its causes, key figures, and major turning points.

- The cause–effect flowchart must be logically structured and accurately represent the sequence of events.
- The decision tree should creatively present alternate decisions and explain how outcomes would change.
- The overall work must reflect critical thinking, originality, clarity, neatness, and strong justification of ideas.

PROJECT 2

Smart City Disaster Management Model (Geography + STEM)

Theme: How modern cities can reduce damage from natural disasters.

Learners are advised to build a smart city layout model with:

Earthquake-resistant buildings (triangular braces, shock absorbers)

Flood drainage systems

Solar-powered streetlights

STEM Integration:

Science: Natural disasters, materials with strength and flexibility

Technology: Sensors, basic electronics

Engineering: Designing strong structures

Math: Calculating height-to-base ratios for stability

Social Science Link:

Connect to topics of disaster management, urban planning, and sustainable development.

What to Submit:

Model

Explanation chart

Risk-reduction strategies

Rubrics

- The smart city model should be well-constructed, neat, and include key components such as earthquake-resistant buildings, solar lighting, and a warning system.

- The project must effectively integrate STEM concepts by explaining scientific principles, engineering design, and mathematical ratios used.

- The explanation chart should clearly describe disaster risks, features of the model, and practical risk-reduction strategies.

- Creativity, innovation, real-world applicability, and clarity of presentation will be important criteria for assessment.

PROJECT 3

Civic Responsibility – Local Issue Investigation

Theme: Civics + problem-solving + community participation

Learners will identify a real civic problem in their neighbourhood or school—water leakage, garbage pile-up, traffic congestion, broken streetlight, unsafe crossing, lack of greenery, etc. They will study the issue, collect photographs, ask people for opinions, and write a formal letter to a civic authority.

Step-by-Step Tasks

1. Identify a problem (take photographs or notes).
2. Observe the area for 2–3 days.
3. Talk to 3–5 people (short quotes).
4. List at least three possible solutions.
5. Select the most practical solution and explain why.
6. Create a diagram or labelled drawing of your proposed solution.
7. Make a Slogan Poster for awareness.
8. Write a formal letter to:

Municipal Corporation

Rubrics

- Evidence collected (photos, survey, notes)
- Practicality of the solution
- Clarity of diagram/model
- Quality of formal letter
- Neatness & organisation

<div dir="rtl">

محترمہ عظمیٰ صاحبہ اور محترمہ رقیہ صاحبہ کی طرف سے جمع کردہ

عزیز طلبہ و طالبات، سرمائی طٔعطیلات کا مطلب اسکول سے کچھ وقت کے لئے دور اپنی پڑھائی کے ساتھ ساتھ کھیل کھیل میں جڑے رہنا اور اپنے علم میں اضافہ کرتے رہنا۔ اسلئے روزانہ تھوڑا کھیلنے اور تھوڑا سیکھنے میں توازن رکھنا لازمی ہے۔ اسکے علاوہ اپنے رشتہ داروں و دوستوں سے ملنا اور انکے ساتھ کچھ وقت گزارنا بھی لازمی ہے مگر اسمیں والدین کی اجازت لازمی ہے۔

اپنی صحت کا خاص خیال رکھیں۔ اپنی لکھاوٹ میں نفاست اور بہتری لانے کی پوری پوری کوشش کریں۔ کام اسطرح کریں کہ دیکھنے والے تعریف کئے بنا نہ رہے۔ درج ذیل سرگرمیوں کے مقاصد یہ ہیں :

• طلبہ و طالبات کو چیزوں کو دیکھنے اور پرکھنے کی صلاحیت پیدا ہونے کے ساتھ ساتھ انکے بارے میں اپنے خیالات تحریری و تقریری طور پر درست تلفظ اور صحیح گرائمر کے ساتھ بیان کرنے کی خوبی حاصل ہو۔

• اردو ایک مہذّب اور میٹھی زبان ہونے کے ساتھ ساتھ بہت وسیع بھی ہے، طلبہ و طالبات اس زبان کو سیکھنے میں دلچسپی دکھائیں، اس بات کو مدِ نظر رکھ کر بھی یہ سرگرمیاں مرتّب کی گئی ہیں۔

سرگرمی نمبر: ۱۔ چھٹیوں کے دوران رونماں ہونے والے کسی بھی دلچسپ واقعہ کو ایک باقاعدہ کہانی کی صورت دے کر قلمبند کرنا۔ (کہانی کے اجزائے ترکیبی کا خاص خیال رکھا جائے۔

• فیروزِ اُردُو لُغت کا باقاعدہ مطالعہ کیا کریں اور اپنے ذخیرٔے الفاظ میں اضافہ کرنے کی کوشش کریں۔

• رموزِ اوقاف خوبصورتی سے مُنقّش کرکے ہر ایک وقفہ کا اردو ادب میں کیا کردار ہے، اُسکے ساتھ تحریر کیجئے گا۔

• ڈل جھیل اور وُلر جھیل جو کہ ہماری وادی کی خوب صورتی میں چار چاند لگاتے ہیں، یہ نہ صرف آمد و رفت اور تفریح کے ذرائع ہیں بلکہ انسے ہمیں کئی سبزیاں، پھل اور خاص طور پر مچھلیاں فراہم ہوتی ہیں۔ یہ تمام غذائی اجناس ہم کچھ کچّھ اور کچھ پکا کر مزّے لے کر کھاتے ہیں لیکن ہماری صحت پر مثبت اثرات ہونے کے بجائے منفی اثرات پڑ رہے ہیں اور اسکی وجہ ہے کشمیر کے اور خاص طور پر ہانجیوں کی لاپرواہیاں کیونکہ وہ بڑی بے دردی سے قدرت کے ان انمول تحائف کو آلودہ کر رہے ہیں جسکی وجہ سے یہ دن بہ دن بہ سٹکڑ جنے کے ساتھ ساتھ انمیں پائی جانے والے سبزیاں وغیرہ کئی بیماریوں کو اپنے اندر سمائلیتی ہیں جنکا اثر ہماری صحت پر بلاواسطہ پڑ رہا ہے، آپ اُن بیماریوں کے بارے میں جاننے کی کوشش کیجئے، ایک باقاعدہ رپورٹ تیار کیجئے اور کسی بھی مقامی اخبار کے ذریعے یہ کشمیر کے لوگوں اور موجودہ حُکام تک پہنچایٔے۔ اپنی رپورٹ میں التجاء کیجئے گا کہ ہم اللہ کے ان انمول تحائف کو مل کر بچانے کی کوششیں کریں گے۔

• آپ کا محلہ شہر /گاؤں کی کس سمت میں واقع ہے، کشمیر کے نقشہ میں اسکی نشان دہی کیجئے، آپکے محلے میں کتنے گھر والے رہتے ہیں، وہاں آبادی کی تقریباً کتنی ہوگی، اسکی ایک رپورٹ بنائیٔے۔

</div>

Subject: Hindi
अभ्यास – कार्य (हिन्दी)
गतिविधि (Activity):-

प्र.1 अपने बड़ों से कोई कहानी सुनो और अपने शब्दों में लिखो और चित्र भी बनाओ ।

Learning Objectives:
- कल्पनाशक्ति और रचनात्मकता का विकास करना।
- विचारों को क्रमबद्ध रूप में व्यक्त करना — शुरुआत, मध्य और अंत सही होना।
- सही व्याकरण, विराम–चिह्न और वाक्य संरचना का प्रयोग करना।
- वर्णनात्मक शब्दावली का उपयोग करके पात्रों, स्थान और घटनाओं को रोचक बनाना।

2 किसी भी एक प्रदेश (असम , केरला , जम्मू कश्मीर , राजस्थान) के बारे में चित्रों की सहायता से नीचे लिखी हुई सभी बिन्दुओं के बारे में ढूँढो और लिखो ।

क) वेश – भूषा.   ख) खाना - पीना

ग) त्यौहार   घ) घूमने की जगह.

ड़) नाच (नृत्य)   च) भाषा

किसी राज्य की जानकारी (भाषा, पहनावा, संस्कृति आदि) पर प्रोजेक्ट के लिए अधिगम उद्देश्य

- भारत की सांस्कृतिक विविधता को समझना।
- चुने हुए राज्य की भाषा, भोजन, पहनावा, त्यौहार, परंपराएँ पहचानना।
- विभिन्न स्रोतों (पुस्तकें, इंटरनेट, समाचार आदि) से जानकारी एकत्र करना।
- जानकारी को क्रमबद्ध और आकर्षक तरीके से प्रस्तुत करना (चार्ट, चित्र, पैराग्राफ आदि)।
- अनुसंधान कौशल (Research skills) विकसित करना — नोट्स बनाना, मुख्य बिंदु चुनना।

पाठ- ३ हिन्दी में कैलेंडर बनाए।

Project -1

Based on Chapters: HTML & Python

HTML Project

1. School Event Web Page:

Add event details, schedule table, and formatting tags.

Project Overview

In this project, students will design a simple website/webpage using HTML and CSS to showcase a School Event such as:
Annual Day
Science Fair
Sports Day
Cultural Fest
Exhibition
Teachers' Day / Children's Day Celebration

The webpage should be attractive, well-structured, and must contain information about the event.
 Students Will Learn
1. To use basic HTML tags
2. To structure a webpage (header, paragraph, image, table, list)
3. To apply simple CSS styling (colors, fonts, borders, background)
4. To organise content neatly on a webpage

Project Requirements

1-Title & Heading Section

Use <h1>, <h2>, <h3> etc.
Example:
Event Name
School Name
Event Theme

2-Introduction Paragraph
Using <p> tag.
Include:
What is the event?
Why is it celebrated?
Purpose of event

3-Images
Using <img> tag.
Students can add:
School logo
Event photo
Decoration or theme image

4-Event Schedule Table
Using <table>, <tr>, <th>, <td>.
Include:
Time
Activity
Presenter/Participant Name

5- List of Participants or Activities
Using:
 or
Example:
Dance
Drama
Singing
Science Models

6-About the Event (Description Section)
Students must describe:
Preparations
Classes involved
Judges or Guests
Outcomes

7- Simple CSS Styling
Students can add CSS to improve the look:
Background color
Text color
Borders
Fonts
Center alignment
Padding/margin

CSS can be added in two ways:
1. Internal CSS → inside <style>
2. Inline CSS → inside HTML tags

Final Output Should Look Like:
A clean, simple, colorful webpage displaying:
Event title
School name/header
Images
Event introduction
Schedule table
Activities list
Description
Footer message ("Made by ___, Class VIII")

Project-2

2. Basic Calculator Program using python :

Perform +, -, *, /.

Project-3

3-Create a multimedia Presentation of 'Water harvesting System' using Canva (Science Project-1)

ENJOY YOUR HOLIDAYS AND MAKE YOUR LEARNING JOYFUL!