



School Orientation & Volunteer Teaching Guide

JANA HIT MODEL SECONDARY SCHOOL

Jomsom, Mustang, Nepal

For International Volunteer Teachers

PART 1. WELCOME TO JANA HIT SCHOOL

Welcome to Janahit Model Secondary School in Jomsom, Mustang. The Janahit volunteer program is designed as a two-way educational and cultural exchange. Volunteers are here not only to support students, but also to work alongside local teachers and create opportunities for both teachers and students to use English in a natural, supportive environment. This volunteer experience is part of the Mustang English & Himalayan Culture Program.

The program is built around partnership. International volunteers bring fluency in spoken English, experience using English in everyday and professional settings, new ideas for classroom activities,

different approaches to teaching and learning, opportunities for conversation and discussion, and international perspectives.

Janahit teachers bring knowledge of the students, the Nepali education system, subject-matter expertise, understanding of the local community and culture, experience teaching in the school, and knowledge of the curriculum.

The goal is to bring these strengths together while creating a program that supports English confidence, teacher development, student voice, cultural exchange, and the preservation and sharing of Mustang's cultural heritage.

PART 2. ABOUT JANA HIT SCHOOL

Janahit Model Secondary School is a community/public school in Jomsom serving students from early childhood through Grade 12. The school includes general academic education as well as technical education, including Civil Engineering at the secondary/higher-secondary level.

Category	Information
School	Janahit Model Secondary School
Location	Jomsom, Mustang, Nepal
Established	1954
School Type	Community/Public School
Grades	Early Childhood Development through Grade 12
Technical Program	Civil Engineering, Grades 9–12
Higher Secondary	Education and Management streams are also offered
Volunteer Focus	English communication, subject support, co-teaching, teacher exchange, and cultural learning

PART 3. PURPOSE OF THE VOLUNTEER PROGRAM

1. Give students opportunities to speak English

Many students study English as part of their formal education but may have limited opportunities to use English in conversation with fluent English speakers. Volunteers provide opportunities to listen to fluent English, practice speaking, ask questions, express opinions, participate in conversations, give presentations, build vocabulary, and develop confidence.

The objective is not simply to teach students more English. It is to help students become more comfortable using the English they already know.

2. Give local teachers opportunities to use English

The program is also designed for the benefit of Janahit teachers. Local teachers may regularly teach English as a subject, but this does not necessarily mean they have frequent opportunities to speak English conversationally. Teachers often use Nepali to explain English concepts, particularly when explaining difficult grammar, vocabulary, or instructions.

This is a practical part of teaching in a multilingual environment. Volunteers provide something local teachers may not regularly have: an opportunity to speak and listen to fluent English in a real-life educational setting.

Volunteers should engage teachers in English whenever appropriate and create a supportive environment in which teachers can practice without worrying about making mistakes.

3. Build confidence

Confidence is one of the most important goals of the program. Students may know more English than they feel comfortable speaking. Teachers may also understand English well but have limited opportunities to use spoken English.

The objective is not perfect English. The objective is communication, confidence, and continued practice.

4. Share teaching ideas

5. Support cultural preservation and exchange — Use English as a tool for students to share and celebrate their own culture.

- Speaking activities
- Pair work and group work
- Role-play and games
- Discussions and presentations
- Student-led activities
- Interactive exercises
- Conversation practice
- Project-based learning

These ideas are intended as additional tools, not as replacements for the teaching methods already used by Janahit teachers.

PART 4. THE VOLUNTEER–TEACHER PARTNERSHIP

Each volunteer will ideally be paired with a Janahit teacher. The volunteer and local teacher should work together to determine the best way to structure their classes.

Possible co-teaching models

Co-teach

Both teachers actively teach the class. The local teacher may introduce the lesson while the volunteer models English, leads speaking practice, or supports students.

Divide the lesson

The local teacher and volunteer each take responsibility for different portions of the 50-minute class.

Demonstrate and observe

The volunteer may lead an activity while the local teacher observes, followed by a discussion about what worked and what could be adapted.

Team teaching

Both teachers teach together throughout the lesson, sharing explanations, activities, questions, and student support.

There is no single required co-teaching model. The volunteer and local teacher should discuss what works best for their class, subject, and students.

Volunteers are not replacement teachers

The local teacher remains an important part of the classroom and has primary knowledge of the curriculum, student abilities, student behavior, cultural context, learning objectives, and assessment expectations.

Your job is to support, collaborate, and add another dimension to the classroom.

PART 5. PROVIDING FEEDBACK TO LOCAL TEACHERS

An important component of the program is peer learning between international volunteers and local teachers. Volunteers may be invited to share observations and suggestions about English pronunciation, speaking activities, classroom interaction, student participation, ways to encourage students to speak, vocabulary-building, conversation exercises, and student-centered learning.

Feedback should always be respectful, constructive, and collaborative.

Think of yourself as a teaching partner—not an evaluator.

For example, instead of saying, “You should teach this differently,” try: “Would you like to try a speaking activity that I have used before?”

PART 6. CULTURE, STORYTELLING & CULTURAL PRESERVATION

Cultural preservation is an important goal of the Mustang English & Himalayan Culture Program. Volunteers are encouraged to incorporate cultural themes and topics into their lesson planning whenever appropriate. English learning can become a vehicle for students to share who they are, where they come from, and what makes their communities unique.

Students as storytellers and ambassadors

Students are not simply recipients of information. They are storytellers and ambassadors of their own culture. Volunteers should create opportunities for students to use English to share their knowledge of Mustang, their communities, families, traditions, history, festivals, food, music, landscapes, livelihoods, and everyday life.

Ways to incorporate culture into lessons

- Ask students to introduce their village, neighborhood, or community.
- Invite students to tell stories about family traditions, festivals, or important places.
- Have students present local foods, crafts, clothing, music, or traditions.
- Use Mustang geography, history, tourism, and mountain life as topics for English discussion.
- Invite students to teach volunteers words or phrases from local languages.
- Create group presentations about local culture and community life.
- Use singing, dancing, drama, theater, and other performance arts as opportunities for English practice and cultural expression.
- Encourage students to interview family or community members and share what they learn.
- Create cultural storytelling, photo, poster, or digital storytelling projects.
- Use cultural themes as prompts for speaking, writing, debate, and creative activities.

Culture should be student-led

Whenever possible, allow students to decide what aspects of their culture they want to share and how they want to present them. The volunteer's role is to create the opportunity, provide English-language support, and encourage students to tell their own stories.

Examples of student-led cultural activities

- “My Village” presentation
- Mustang culture and traditions group project
- Local food presentation or recipe demonstration
- Traditional song or dance performance
- Storytelling about a festival
- Local history presentation
- Interview with a parent, grandparent, or community elder
- Traditional clothing or craft demonstration
- “A Place I Want Visitors to See” tourism presentation
- Cultural exchange presentation comparing Mustang with another place

The goal is not to turn culture into a performance for visitors. The goal is to give students a voice and help them build confidence in sharing their own culture with others.

PART 7. ENGLISH AS A CLASSROOM EXPERIENCE

One of the most valuable things volunteers bring to Janahit is simply the opportunity to hear and use English naturally. Students may be accustomed to English being primarily an academic subject. Volunteers can help transform English into a language of communication.

The same is true for teachers. Informal conversations before class, after class, or over lunch can give teachers valuable opportunities to practice spoken English.

Use Nepali strategically

Volunteers should not assume that English must be used 100% of the time. Local teachers may use Nepali to explain difficult concepts, clarify instructions, explain grammar, or support students with lower English proficiency.

Explain when necessary → Practice in English → Encourage communication.

PART 8. SUBJECT TEACHING IN ENGLISH

The program is not limited to English-language classes. Janahit teaches certain subjects in English, creating opportunities for volunteers with relevant academic or professional backgrounds to support subject-based English instruction.

Teachers with expertise in engineering, science, mathematics, technology, computer science, or environmental studies may be able to work with local teachers and students in these subjects.

Engineering

Janahit offers a Civil Engineering program for Grades 9–12. Volunteers with engineering backgrounds may support technical English, engineering terminology, presentations, problem-solving, professional

communication, and technical vocabulary. Practical skills such as coding and others can also be part of the teaching. Any engineering teaching should be coordinated with the school's engineering teacher.

Science

Volunteers with backgrounds in biology, chemistry, physics, environmental science, or related sciences may support science classes where instruction is conducted in English. Activities may include scientific vocabulary, demonstrations, discussions, explanations, student presentations, and scientific writing.

Mathematics

Volunteers with mathematics backgrounds may support mathematics instruction where appropriate, including mathematical vocabulary, problem-solving, reasoning, group work, presentations, and real-world applications.

Laboratory activities must always be coordinated with the appropriate local teacher. Volunteers should not independently conduct experiments or alter the school's curriculum.

PART 9. SCHOOL LEVELS & VOLUNTEER SCOPE

Janahit serves students from early childhood through Grade 12.

Level	Volunteer Scope
Early Childhood Development / Daycare	The ECD/daycare program is part of the school but is outside the international volunteer teaching assignment.
Grades 1–5	Primary education. Volunteer activities may focus on basic conversation, vocabulary, reading, pronunciation, songs, interactive activities, and simple speaking exercises.
Grades 6–8	Lower secondary. Possible focus includes conversation, reading, writing, group discussion, presentations, vocabulary, and general English.
Grades 9–10	Secondary. Possible focus includes speaking, public speaking, debate, writing, tourism English, academic English, and career-related communication.
Grades 11–12	Higher secondary. Possible focus includes academic English, professional communication, presentations, interview skills, career preparation, tourism/hospitality, and technical English.

PART 10. CLASS SCHEDULE & THE 50-MINUTE PERIOD

STANDARD SCHOOL DAY

Volunteers should follow the school's standard daily schedule. The school day begins with assembly before classes begin.

Transportation note: A bus is provided for participants at 4:40 PM to take them to Thini. Volunteers should plan to be ready for departure after classes end at 4:10 PM.

Each regular class period is approximately 50 minutes. Because volunteers work with a local teacher, the exact division of the period should be discussed beforehand.

Time	Possible Activity
5 minutes	Greeting / warm-up
10 minutes	Lesson introduction
10 minutes	Teacher explanation / demonstration
15 minutes	Student practice / group work
5 minutes	Speaking / presentation
5 minutes	Review / closing

This is only a suggested framework. The volunteer and local teacher should decide together what works best.

VOLUNTEER TEACHING LOAD

Volunteers will generally teach 3 regular classes per school day, in partnership with their assigned local teacher. The exact schedule may vary depending on the school's needs, the volunteer's subject expertise, and the class timetable.

Volunteers should use the remaining time at school for lesson preparation, co-planning with their local teacher, classroom observation, teacher feedback, resource development, and informal English conversation with teachers and students.

OPTIONAL ENGLISH CLUB

Schedule: 30 minutes, beginning at approximately 4:10 PM after the final regular class.

Volunteers may also have the opportunity to facilitate an optional 30-minute English Club immediately after the last regular class, beginning at approximately 4:10 PM. The club is intended for older students who are motivated to improve their English speaking and listening skills, want to build confidence, and are serious about developing their communication abilities.

The English Club can provide a more advanced and discussion-based environment than regular classes. Possible topics and activities include:

- Debates and structured discussions
- Public speaking and presentations
- Conversation practice and pronunciation
- Life experiences and personal stories
- Study-abroad experiences and opportunities
- University and career aspirations
- Travel and cross-cultural experiences
- Current or special-interest topics
- Leadership and confidence-building
- Interview and professional communication practice

The English Club should remain welcoming and encouraging while maintaining a higher level of English practice. Students should be encouraged to participate actively, ask questions, express opinions, and listen to different perspectives.

The club is optional and is intended for students who choose to participate because they want additional opportunities to practice English. It can also be an opportunity for volunteers to develop deeper relationships with motivated older students through sustained conversation and mentorship.

CLASS SIZE

Regular classes may range from approximately 20–30 or more students. Volunteers should be prepared to work with different class sizes and mixed levels of English proficiency. Pair work, small-group activities, and student-led exercises can be especially useful for larger classes.

PART 11. DAILY ROUTINE, MEALS & FREE TIME

Volunteers will stay with host families in Thini and will have opportunities to experience daily life in the community alongside their school responsibilities.

Meals

- Breakfast: Volunteers will have breakfast at their homestay.
- Lunch: Volunteers will have lunch at Janahit School with the local teachers.
- Dinner: Volunteers will have dinner at their homestay.

Morning Schedule & Afternoon Teaching Priority

Priority will be given, where the school timetable allows, to placing volunteers in afternoon teaching sessions. This gives volunteers more flexibility in the morning to experience Thini and the surrounding area, spend time with their host families, participate in local activities, rest, enjoy personal time, or prepare and work on lesson plans.

Morning time is not intended to be completely unstructured: volunteers should coordinate with their local teaching partners and use the time as needed for lesson preparation, co-planning, or other school-related responsibilities. The exact teaching schedule will depend on the school's needs and timetable.

A Note on Community Experience

The program is designed to combine school-based learning with meaningful cultural immersion. Volunteers are encouraged to use their time in Thini to get to know their host families, learn about local life, participate respectfully in community activities, and explore the area when their schedule permits.

PART 11. TEACHING MATERIALS & SCHOOL RESOURCES

Janahit provides volunteers with a range of classroom and teacher resources to support lesson planning and teaching. Volunteers are encouraged to make full use of these resources while also bringing creative materials that can enhance English-language learning.

Classroom teaching resources

Each classroom has a whiteboard and a smart screen with Wi-Fi access. These can be used for educational videos, YouTube learning resources, English-language videos, songs, pronunciation activities, visual vocabulary, documentaries, presentations, interactive learning websites, online maps, science and mathematics demonstrations, virtual field trips, and digital storytelling.

Volunteer teacher lounge

A teacher/volunteer lounge is available for creating lesson plans, preparing activities, printing worksheets, researching resources, preparing presentations, reviewing online materials, working with teaching partners, and reflecting on previous lessons.

Teacher lunch room

Volunteers eat lunch with local teachers in the teachers' lunch room. This is an important informal space for cultural exchange, conversational English practice, discussion of classroom experiences, and relationship-building.

Computers and printers

Computers and printers are available for lesson preparation, worksheets, vocabulary cards, reading exercises, lesson plans, classroom games, presentations, and student activities. Volunteers should follow school procedures and should not install software or change settings without permission.

Library

The school library is currently in progress. It will provide additional book and reading resources for students and teachers. Volunteers may be able to support organizing books, reading activities, storytelling, reading clubs, book discussions, and development of English-language resources.

First aid and school health support

The school has first-aid resources and access to school health/nursing support. Volunteers should familiarize themselves with the location of first-aid supplies, health support, and emergency procedures.

Using online resources

Smart screens and Wi-Fi allow volunteers and teachers to access online educational resources such as YouTube and teaching websites. Volunteers are encouraged to identify useful resources before class. Technology should support the lesson rather than become the lesson.

PART 12. BRINGING TEACHING MATERIALS FROM HOME

Volunteers are encouraged to consider bringing teaching materials that can help with their lessons. You do not need to bring large quantities. Thoughtful, reusable resources are often more valuable than large amounts of inexpensive supplies.

Examples of useful materials

- English-language games that encourage speaking, listening, reading, spelling, vocabulary, and teamwork
- Vocabulary card games and conversation cards
- Storytelling cards and matching games
- Board games that encourage communication
- Fiction books, including children's literature, short stories, young adult fiction, adventure stories, mystery stories, graphic novels, and illustrated books
- Nonfiction books on science, animals, geography, environment, mountains, travel, history, technology, engineering, culture, biography, and sports
- Flashcards, maps, posters, educational puzzles, art supplies, reusable worksheets, and STEM activity materials

Books and materials should ideally be age-appropriate, in English, durable, relevant to student interests, and appropriate for the school's educational environment.

Before bringing materials

Volunteers do not need to guess what the school needs. The program organizers will communicate with Janahit regarding current priorities and material needs. Before purchasing large quantities of supplies or bringing significant donations, volunteers should check with the program organizers.

The goal is useful contribution—not unnecessary donations.

PART 13. SUPPORTING ONGOING SCHOOL PROJECTS

Volunteers will be informed about ongoing projects and needs at Janahit School. These projects may include the completion and development of the school library, classroom resources, English-language resources, and science/STEM/engineering materials.

The program organizers will share specific school priorities with volunteers so that those who wish to contribute can do so in a coordinated way.

A different kind of donation

One of the most valuable things a volunteer can leave behind is a resource that teachers can continue using after the volunteer leaves: a reusable speaking game, lesson plan, conversation cards, English books, vocabulary activity, science lesson, STEM project, reading activity, digital resource list, or teaching guide.

When possible, prepare materials that can be shared with your local teaching partner and reused by other teachers.

PART 14. FACILITIES & LEARNING SPACES

- Classrooms with whiteboards and smart screens
- Wi-Fi access for online educational resources
- Biology laboratory
- Chemistry laboratory
- Physics laboratory
- STEM learning resources
- Computer laboratory
- Engineering laboratory / technical facilities
- Teacher/volunteer lounge
- Teacher lunch room
- Computers and printers
- Library in progress
- First-aid and school health support
- Sports and recreation areas

Laboratory and technical facilities should only be used in coordination with the appropriate local teacher.

PART 15. WHAT TO EXPECT IN THE CLASSROOM

Teaching in Mustang may be different from teaching in your home country. You may encounter different classroom sizes, different English levels, varying access to technology, different expectations about

teacher/student interaction, students who are shy about speaking English, differences in teaching style, and unexpected schedule changes.

Be flexible. A lesson that does not go exactly according to plan can still be successful.

PART 16. TEACHING PRINCIPLES

Speak less — students speak more

Use pair work, small groups, questions, games, role-play, presentations, interviews, and discussions.

Use simple English

Speak clearly and at a moderate pace. Avoid unnecessary idioms and slang.

Use visuals

Use pictures, objects, drawings, flashcards, gestures, demonstrations, maps, and photos.

Connect lessons to Mustang

Ask students about Jomsom, Mustang, mountains, villages, festivals, food, family traditions, tourism, trekking, agriculture, animals, climate, and local culture.

Encourage mistakes

Create a safe environment where students and teachers can try, make mistakes, and try again.

PART 17. SAMPLE SPEAKING ACTIVITIES

Meet My Partner

Students work in pairs. They ask about names, where they live, grade, favorite subject, hobbies, and food, then introduce their partner to the class.

My Mustang

Students prepare a short presentation about their village, family, favorite place, local food, traditions, tourism, or what they like about Mustang.

Tourist & Guide

One student is a tourist and one is a local guide. They practice questions and answers about where to go, what to see, how long it takes, and what to bring.

PART 18. CULTURAL EXCHANGE & PROFESSIONAL CONDUCT

Do

- Greet teachers respectfully.
- Learn students' names.
- Ask questions and listen.
- Dress appropriately for the school environment.

- Respect local customs and school rules.
- Be patient, curious, and flexible.
- Work with local teachers.

Don't

- Compare Nepal negatively with your home country.
- Criticize local teaching methods.
- Make assumptions about students.
- Treat students as tourist attractions.
- Take photographs without permission.
- Give students personal contact information without approval.
- Promise gifts, money, or future opportunities.
- Distribute food or gifts without coordinating with the school.

PART 19. PHOTOGRAPHY & STUDENT PRIVACY

Students are minors. Volunteers must follow the school's policies regarding photography and social media. Always obtain permission before photographing students.

Do not post student names with identifiable photos, personal information, private conversations, medical or family information, or images that could embarrass a student.

When in doubt: ask the teacher first.

PART 20. WORKING WITH NEPALI TEACHERS

Local teachers are your most important classroom resource. Before teaching, ask what students are currently learning, what level of English they have, whether there are particular topics they want addressed, how the class should be divided, and whether you may use classroom materials or technology.

After teaching, ask the teacher for feedback: what worked, what could be improved, and what might be adapted for the next lesson.

You bring international experience. The Nepali teachers bring knowledge of the students. The strongest lessons combine both.

PART 21. CLASSROOM MANAGEMENT

Students may have different English abilities within the same classroom. Use mixed-ability activities.

For students with stronger English, consider asking them to lead conversations, help explain vocabulary, give presentations, or write longer responses.

For students needing more support, provide sentence starters, pictures, vocabulary lists, pair work, repetition, and shorter questions.

Avoid publicly labeling students as 'weak' or 'poor' at English.

PART 22. RECOMMENDED VOLUNTEER LESSON THEMES

Younger students

- Greetings
- Colors
- Numbers
- Animals
- Family
- Food
- My School
- My Home
- My Village
- Weather

Middle grades

- My Daily Life
- My Hobbies
- Mustang
- Nepal
- Travel
- Tourism
- Mountains
- Environment
- Climate
- Friendship

Older students

- Career Goals
- Tourism
- Hospitality
- Leadership
- Entrepreneurship
- Women's Leadership
- Environmental Protection
- Technology
- Public Speaking
- Interview Skills
- Professional Communication

PART 23. LESSON PLANNING TEMPLATE

Date: _____

Grade: _____

Number of Students: _____

Lesson Topic: _____

Learning Objective: _____

Vocabulary: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Materials: _____

5 min – Warm-up: _____

10 min – Introduction: _____

15 min – Practice: _____

10 min – Speaking Activity: _____

5 min – Review: _____

5 min – Closing: _____

Reflection – What worked? _____

What was difficult? _____

What should I change next time? _____

PART 24. BEFORE EACH CLASS

1. What are we teaching today?
2. What is the learning objective?
3. What will the local teacher lead?
4. What will the volunteer lead?
5. What English-speaking opportunities can we create?
6. What materials do we need?
7. How will we divide the 50 minutes?
8. Are there students who may need additional support?
9. How will we know whether the activity worked?

Even a five-minute conversation before class can make co-teaching much more effective.

PART 25. AFTER EACH CLASS

10. What worked?
11. What did students enjoy?
12. Did students have enough opportunities to speak?
13. Did students understand the activity?
14. What could we change next time?
15. Was there an opportunity for the teacher to practice speaking English?
16. What new activity could we try tomorrow?

PART 26. WHAT SUCCESS LOOKS LIKE

A successful class does not necessarily mean that every student learned ten new vocabulary words.

- A shy student answers a question in English.
- A student volunteers to speak in front of the class.

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- Students have a conversation without switching immediately to Nepali.
- A teacher tries a new speaking activity.
- A teacher becomes more comfortable speaking English.
- Students ask the volunteer questions in English.
- Students work together to solve a problem.
- A teacher and volunteer develop a new classroom activity together.

Confidence is an outcome.

PART 27. THE BIGGER PURPOSE

The goal of the Janahit volunteer program is not to suggest that international teaching methods are better than Nepali teaching methods. Instead, the program creates an opportunity for teachers to learn from one another.

A local teacher may introduce a volunteer to Nepali educational practices, Mustang culture, local history, community knowledge, students' needs, and the Nepali curriculum.

A volunteer may introduce a local teacher to new speaking activities, different classroom techniques, interactive exercises, approaches to student participation, international perspectives, and opportunities to practice conversational English.

Both sides learn.

PART 28. SCHOOL COORDINATORS & QUESTIONS

Volunteers will have designated school/program coordinators who can help with questions about the school schedule, classes, teaching arrangements, facilities, local logistics, and coordination with teachers.

Main School Coordinators

- Karna Thakali — English Teacher & Vice Principal
- Marinel M. de Jesus — Program Manager & Co-Organizer, Mustang English & Himalayan Culture Program
- _____

Additional coordinator names and contact information will be provided to volunteers before the program begins.

PART 29. FINAL MESSAGE TO VOLUNTEERS

You are coming to Janahit as a teacher, learner, and partner.

Your contribution is not measured only by how much information you deliver. It is also measured by how many opportunities you create for someone else to speak, listen, ask, explore, participate, make mistakes, try again, and become more confident.

**Come ready to teach.
Come ready to listen.**

**Come ready to learn.
And come ready to speak English together.**

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Time	Schedule
Before 10:10 AM	School assembly
10:10 AM	Classes begin
10:10 AM–1:40 PM	Morning classes
1:40–2:00 PM	Lunch break
2:00–4:10 PM	Afternoon classes
4:10 PM	Regular classes end; optional 30-minute English Club may begin
4:40 PM	Volunteer bus departs for Thini