HANDOUTS FOR *instructors*

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General Sessions, Instructor Track

Session 1 How to Teach American Mah Jongg

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American mah jongg is a complex game so an instructor should be prepared to teach the game in a phased approach so minimize overwhelm for new players. Following are are three steps to help you get started.

1. Create a Lesson Plan
   Use the Problem-Solution Canvas to guide you through creating a lesson plan for the learning objectives and outcomes you want.

   Here is the lesson plan used for the problem-solution canvas and the following session plans.

   1 Background
   2 History
   3 Tile Symbolization
   4 Block Modeling
   5 Suit Modeling
      5-1 One Suit
      5-2 Mixed Suits
      5-3 One Suit with Corresponding Dragons
      5-4 Mixed Suits with Opposite Dragons
      5-5 NEWS, Year, Singles, and Pairs
   6 Player Reference
   7 Category Modeling
   8 Random Modeling
   9 Charleston
   10 Setup
   11 Play with coaching
   12 Core Strategy
   13 Variations

2. Create a Session Plan
   Next, decide how many sessions will be needed for your lesson plan. Even though the game can be taught in one day, it's not advisable. It's ideal to break up the lesson plan into multiple sessions with time in between so new players can digest the information and practice what they learn.

1 4-Hour Session BOOT CAMP	
Hours 1-2	Fundamentals (Steps 1-9)
Hour 3-4	Open play with coaching (Step 10-11); read Core Strategy and mention that video demonstrations are available on YouTube.

2 4-Hour Sessions Basic Training	
Session 1	Basic Training I
Hours 1-2	Fundamentals (Steps 1-9)
Hour 3	Open play with coaching (Step 10)
Hour 4	Strategy with open play (Step 11-12)
Session 2	Basic Training II
Hour 1	Skill Builders (Charleston Modeling, Chain Reaction, Sprints)
Hours 2-3	Closed play with coaching
Hour 4	Variations (Step 13)

6 2-Hour Sessions Basic Training	
Session 1	Basic Training I
Hour 1	Fundamentals (Steps 1-9)
Hour 2	Open play with coaching (Step 10)
Session 2	Basic Training II
Hour 1	Strategy with open play (Step 11-12)
Hour 2	Closed play with coaching
Session 3	Basic Training III
Hours 1-2	Closed play with coaching
Session 4	Basic Training IV
Hour 1	Tactical Decision Making
Hour 2	Closed play with coaching
Session 5	Basic Training V
Hour 1	Skill Builders (Charleston Modeling, Chain Reaction, Sprints)
Hour 2	Closed play with coaching
Session 6	Variations
Hour 1	Closed play with coaching
Hour 2	Variations (Step 13)

3. Methodologies and Tools
   Create methodologies and tools to teach people the learni9ng objectives in your lesson plan. If you want a done-for-you solution, contact me for information about my lesson kit. It comes with instructions, a script, tools, and handouts.

General Sessions, Instructor Track

Session 2 How to Gamify Your Lessons

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Joker-Less Game

Preparation

- East rolls dice, cuts wall, tiles dealt.
- East is dealt 14 tiles.
- Students play Mah Jongg with regular Charleston's.
- If joker(s) are in initial 13/14 tiles, joker(s) must be discarded, and replacement tile(s) will be picked from the wall.
- During game play, whenever a joker is picked it must be discarded and a replacement tile is picked from the wall.
- No player can call for any discarded joker.

Discussion

- How difficult was game play without jokers?
- Was section and hand choice changed without jokers?
- Did you employ any different defensive strategies with removal of jokers?
- Did you choose a section or hand differently knowing the game had no jokers?
- Did you try the Singles and Pairs section more readily?
- What defensive strategies did you utilize in the end game knowing you did not have jokers as safe tiles to discard?

Forced Section Game

Preparation:

- Use the NMJL card to write one category name onto individual cards (i.e., 2468, W&D) write each section heading on three cards (so there are three of each category)
- Instructor may choose to leave out Quints & Closed Hands and add these sections in for another game
- Place All cards in box, bucket, bag or basket
- Each player picks ONE Card & must choose Hand(s) to play from that Section only
- Students play only that section for the entire game

Discussion

- How did it feel to be directed to play from only one section?
- Was it easier/more difficult to Pass during the Charleston?
- Could you focus on mindful Passing since you had to concentrate on tiles toward only one section?
- Was choosing a Hand/Hands easier?
- Did you think about the Closed Hands in your category?
- How did you feel forcing tiles to a section & does this work?
- Other observations

Variations

- Add Quints section to card selection
- Add Closed Hands to card selection – write “choice of ANY Closed Hand” on the card
- Add Singles and Pairs category for an extra challenge

Claude's Game

Preparation

- Set up tiles for regular game play
- East rolls dice, cuts wall, tiles dealt
- Begin Charleston – RIGHT – ACROSS – LEFT
- Instructor now STOPS the Charleston & asks ALL players to
- move 1 seat to their Right
- Pick up where player left off for remainder of Charleston & Game play

Discussion

- What Section/Hands were you trying in original position?
- Can you recall what tiles you had *passed* for the First
- Charleston?
- What tiles did you *receive* in your original seat?
- How did it feel to pick up where another player left off?
- Could you easily figure out the Section or Hand choices in the second seat you occupied?
- During the game, were you able to use defensive play knowing opponent's possible Section or Hand(s) that *YOU* had originally begun?

Variations

- Play this game again, stop mid Charleston & change seats ACROSS or LEFT this time- do not tell players in advance what seat change will be made
- Play again and ask students to change seats at another point during the Charleston (i.e., change before Last Right or Courtesy Pass)

Session 2 How to Teach Online

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[no handout for this session]