# Problem-Solution Canvas for Lesson Planning

As a mah jongg instructor, you are a problem-solver or promise-maker. Individuals will come to you to learn how to play and build their skills. Before you begin a lesson, you need to know about their problem or their pain. This way, you can give them a solution or promise an outcome that is going to give them results or lead them to a transformation. These are the steps to creating a lesson using the problem-solution canvas are:

**Step 1** Define the problem or pain and the solution or outcome:

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| **Problem**  **(pain)** | **Course** | | | | | **Solution**  **(outcome)** |
| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
| **Step 1-1**  **Identify the problem or the pain** |  |  |  |  |  | **Step 1-2**  **Create the solution or promise an outcome** |

**Step 2** Develop the learning objectives that take the students from the problem to the solution:

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| **Problem**  **(pain)** | **Course** | | | | | **Solution**  **(outcome)** |
| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
| Step 1-1  Identify the problem or the pain | **Learning objectives** | **Learning objectives** | **Learning objectives** | **Learning objectives** | **Learning objectives** | Step 1-2  Create the solution or promise an outcome |

**Step 3** Plan activities for each of the learning objectives:

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| **Problem**  **(pain)** | **Course – Module 1** | | | | | **Solution**  **(outcome)** |
| Learning  Objective 1 | Learning  Objective 2 | Learning  Objective 3 | Learning  Objective 4 | Learning  Objective 5 |
| Step 1-1  Identify the problem or the pain | **Activities** | **Activities** | **Activities** | **Activities** | **Activities** | Step 1-2  Create the solution or promise an outcome |

**Step 4** Assess student understanding. For example, game-play with coaching with a focus on decision-making and strategy application.

**Step 5** Summarize the lesson.

Use a review method as you progress through your lesson plan. For example, after each session, summarize the learning objective and answer questions from students. Then, at the next session, review the learning objectives in the prior session then share the learning objectives in the current session. Also, conduct assessments through game-play with coaching to determine if students attained the learning objectives.

Here is an example of the canvas filled out for a beginner lesson:

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| **Problem** | **Beginner Course** | | | | | **Solution** |
| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
| No nothing about mah jongg | Introduction and fundamentals of the game | The Charleston | Pick and Discard | Game-Play with Coaching | Strategy | Understand the fundamentals of the game and know enough basic strategies to play confidently |

Here is an example of a canvas filled out with an introduction and the fundamentals of the game with a row showing the schedule.

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| **Problem** | **Module 1 Introduction and fundamentals of the game** | | | | | **Solution** |
| Learning  Objective 1 | Learning  Objective 2 | Learning  Objective 3 | Learning  Objective 4 | Learning  Objective 5 |
| No nothing about mah jongg. | Origins and object of the game | Tiles and components of a hand | How to read the card | How to use the tiles to make a hand on the card | How to pick a hand | Know the fundamentals of the game |
| Activities | Display the tiles and talk about the history of the game and explain the object of the game. | Explain the tiles then direct the students to select a single tile, then build on it by making a pair, then a pung, then a kong, then a quint. | Share each element of the card (i.e., colors, letters, numbers, categories, parentheticals). | Give the students examples hands to practice interpreting the hand description and building the hand using the tiles. | Have each student start with 13 random tiles then, looking at the card, share basic strategies for picking a hand. | Activities |
| Schedule | Session 1, hour 1 | | Session 1, hour 2 | | Session 1, hour 3 | Schedule |

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| **Problem** | **Module 2 The Charleston** | | | | | **Solution** |
| Learning  Objective 1 | Learning  Objective 2 | Learning  Objective 3 | Learning  Objective 4 | Learning  Objective 5 |
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| **Problem** | **Module 3 Pick and Discard** | | | | | **Solution** |
| Learning  Objective 1 | Learning  Objective 2 | Learning  Objective 3 | Learning  Objective 4 | Learning  Objective 5 |
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| **Problem** | **Module 4 Game-Play with Coaching** | | | | | **Solution** |
| Learning  Objective 1 | Learning  Objective 2 | Learning  Objective 3 | Learning  Objective 4 | Learning  Objective 5 |
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| **Problem** | **Module 5 Strategy** | | | | | **Solution** |
| Learning  Objective 1` | Learning  Objective 2 | Learning  Objective 3 | Learning  Objective 4 | Learning  Objective 5 |
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