



1 Tiles, card & flow

Goal: Students can name every tile and follow the draw-and-discard rhythm.

TEACH

- Tile tour (15 min): sort the tiles into their groups
- The card (30 min): colors mean how many suits, not which
- Walls (20 min): wash, then build 19 stacks, 2 high

PLAY

Open-hand game, 45 min. No Charleston yet. Deal 13 each, 14 to East.

SEND HOME

Tiles guide. Ask each student to order their own current NMJL card.

YOUR NOTES

2 The Charleston

Goal: Students can pass confidently and choose a hand.

TEACH

- Sorting the rack (15 min): pairs, then suits, then honors
- The Charleston (30 min): Right, Across, Left; optional Left, Across, Right; courtesy
- Blind pass (15 min): first Left and last Right only

PLAY

Two hands, 60 min, racks open during the Charleston so you can coach each pass.

SEND HOME

Charleston card.

YOUR NOTES

3 Calling & Jokers

Goal: Students can call, expose and use Jokers correctly.

TEACH

- Groups (15 min): pung, kong, quint, sextet
- Calling (20 min): call aloud, expose, then discard; Mahjong beats an exposure
- Jokers (25 min): three or more only; exchanges on your turn

PLAY

Semi-closed play, 60 min: racks hidden, help only when asked.

SEND HOME

Joker rules and the table companion.

YOUR NOTES

4 Real games

Goal: Students can play a full game on their own.

TEACH

- Concealed hands (15 min): the C on the card
- Dead hands (20 min): tile count, bad exposures, illegal Jokers
- Scoring (15 min): double payouts, announcing Jokerless

PLAY

Graduation game, 70 min. Step in only when a rule is broken, not to fix strategy.

SEND HOME

Scoring card, etiquette sheet, and where to keep playing.

YOUR NOTES

Where the two hours go

Week 1	Teach 65	Play 45
Week 2	Teach 60	Play 60
Week 3	Teach 60	Play 60
Week 4	Teach 50	Play 70

Minutes. Play time grows as students need you less.

Coaching habits that work

- Four students per table; no more than two tables per teacher.
- Open racks while a skill is new; close them as confidence grows.
- Narrate your own moves out loud in the early weeks.
- Don't photocopy the card: every student orders their own.



Price the course

Fee per student per session \$_____ (ballpark \$40)

× Students _____ × Sessions _____ = Income \$_____

- Venue \$_____ - Supplies \$_____ = You keep \$_____

Example: 4 students × \$40 = \$160 a session · four weeks = \$640 per table

Offer a four-week package (students are more likely to finish) or drop-in sessions. Check local rates and your local rules on side income.

Pitch a venue

- Who you are and what you want to run
- Day, time and length (a regular weekly slot)
- How many people you bring in, and whether they buy food or drinks
- What you need: tables, chairs, quiet, a place to store sets
- What it costs them (ideally nothing)

Try: libraries, community centers, cafés in quiet hours, places of worship, JCCs, senior centers, adult-ed programs, clubs.

Supplies per table

- ☐ 152-tile set with 8 Jokers (set blanks aside)
- ☐ 4 racks, ideally with pushers
- ☐ A mat or tablecloth
- ☐ Dice
- ☐ Printed table companions, one per student
- ☐ Name tags and pencils

ALSO BRING

Before week 1

- ☐ Venue confirmed for all four dates
- ☐ Students told to order their own current NMJL card
- ☐ Payment collected (or the plan for it)
- ☐ Sets counted: 152 tiles each
- ☐ Handouts printed
- ☐ A plan for where graduates can keep playing

DATES

Roster

Name	Contact	Card?