

The background of the entire page is a close-up, slightly blurred photograph of numerous Mah Jongg tiles. The tiles are light-colored, possibly bone or plastic, and feature various traditional symbols in green, red, and black ink, including characters, flowers, and geometric patterns. They are scattered across the surface, creating a textured, thematic backdrop for the text.

# American Mah Jongg

## EXPERIENCE LEVEL EVALUATION

INSIGHT IS THE FIRST STEP TO CONFIDENT COACHING

## INSTRUCTOR GUIDEBOOK

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## Change Log

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## Introduction

The *American Mah Jongg Experience Level Evaluation* (ELE; <https://mahjlife.com/wiki/mah-jongg-experience-level-evaluation-article-277/>) gives instructors something we rarely get through casual observation alone: a clear, structured snapshot of how a student thinks and plays across the full rhythm of a game. Instead of relying on intuition, the evaluation reveals how a player navigates each stage—foundations, Charleston decisions, begin and middle game development, end game awareness, and rule understanding.

This guide is designed to help you turn that snapshot into meaningful, targeted teaching. You will find score thresholds that illuminate broad experience levels, coaching pathways that outline the habits and tendencies common at each stage, and skill-specific prompts you can use immediately in guided play, private lessons, and group instruction. The goal is not to label or rank players, it is to understand their current tendencies so you can support their next layer of growth with clarity and intention.

Mah jongg learning is never linear. Students develop in layers: strong in one area, tentative in another. A player might feel confident in begin game structure but uncertain in end game risk; solid with rules but hesitant with timing; bold in exposure decisions but slow in pivots. The evaluation helps you see those patterns so you can meet each student exactly where they are.

Think of this guide as supportive scaffolding rather than a prescription. Use it to shape lesson plans, guide warm-ups, design drills, assign homework, or structure post-quiz conversations. It is equally useful for ongoing coaching, one-off sessions, or as a long-term development roadmap.

When you understand how a student answered the evaluation, you know their next step. This guide helps you lead them toward it—one thoughtful adjustment at a time.



## How to Introduce ELE to Students

*A gentle, growth-focused way to present the AMJ Experience Level Evaluation.*

Introducing a quiz can make students nervous if it is not framed carefully. The goal is to present the Experience Level Evaluation as a supportive, clarifying tool—not a test, not a ranking, and certainly not a measure of their worth as a player. Use the language below to create safety, curiosity, and excitement.

### **Suggested Phrasing Instructors Can Use**

You might say something like:

“This quiz is a way for me to understand how you think through the game so I can support you better. It is not a test—you cannot fail it. It simply shows me where you are already strong and where we can focus to help you grow more quickly.”

Or:

“Every mah jongg player has areas of confidence and areas under construction. This quiz helps both of us see that clearly so we can build your next layer with intention.”

### **How to Frame the Quiz as Growth-Oriented**

Players should walk away feeling empowered. Emphasize:

- It is a snapshot of habits—not an evaluation of talent
- Everyone grows unevenly, and the quiz reflects that regular pattern.
- The score range helps place them on a pathway, not in a box.
- Their strengths matter just as much as their opportunities.
- The goal is clarity, not perfection.

This approach reduces defensiveness and increases buy-in.

### **Supporting Anxious or Perfectionist Learners**

Students may feel pressured by anything that looks like a test. Offer reassurance:

“This is not a grade.”

“There is no penalty for choosing the ‘wrong’ answer.”

“The goal is awareness, not judgment.”

“We use your results to celebrate progress, not criticize mistakes.”

Acknowledge their feelings and normalize them without indulging fear.



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## When to Assign the Quiz

Following are ideal times for introducing the ELE::

- Before the first private lesson, to give you an instant picture of their instincts.
- After one guided-play session to help anchor the observations you have already made.
- Before joining a more advanced group, ensure they have the foundation needed to move comfortably.
- Quarterly for long-term students as a progress check-in and planning tool.
- As a reset after a plateau to help diagnose blind spots and redirect focus.

Choose whatever aligns with your teaching rhythm and the student's goals.

## Templates

**Email Subject:** Take the ELE and Level Up Your Play

Hi [Name],

I wanted to share a new resource that I think you'll find both helpful and encouraging. It's called the **American Mah Jongg Experience Level Evaluation (ELE)**—a 25-question, narrative-style quiz designed to give you a clear snapshot of where you are right now in your mah jongg journey.

This isn't a test, and there's no pass/fail. Instead, it highlights your strengths, reveals habits you may not realize you've developed, and provides clarity on what to focus on next. Most players find it eye-opening in the best possible way.

Once you complete the ELE, you'll see a button to download a free player guidebook with personalized next steps you can use to sharpen your confidence, strengthen your skills, and continue growing at your own pace.

If you'd like to take the evaluation, you can find it here: <https://mahjlife.com/wiki/mah-jongg-experience-level-evaluation-article-277/>

Scroll to the bottom of the article, fill out the activation form, and you'll get access within 48 hours. If you decide to take it, feel free to share your results with me—I'm happy to help you interpret them and support your next steps. It's a great way to make your practice more intentional and your play more confident.



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I'm excited for your growth ahead.

Warmly,  
[Instructor Name]

**Next Step:** After you receive your student's results, send this email:

This tool is exclusively available to Mahj Life Guild Members.

**Email Subject:** One Quick Reflection to Support Your Next Steps in Mah Jongg

Hi [NAME],

I'd like to invite you to complete a brief self-reflection to support your growth in mahjong.

You'll find a table with the eight core areas of play. For each one, please rate your current comfort level from 1–10 and add a brief note about *why* you chose that number. There's no right or wrong answer, this isn't a test. It's simply a way to capture how the game feels to you right now.

Your reflections will help me:

- better understand where you feel confident,
- see where things feel uncertain or frustrating,
- and tailor our next steps so our time together is focused and effective.

If you have questions as you're working through it, feel free to reach out. Take your time, trust your instincts, and answer honestly—your perspective is the most important part of this process.

When you're ready, click this link: <https://mahjlife.com/amj-ele-dimensions-self-rating/>

I'm looking forward to reviewing it and helping you build on what's already working well in your game.

Warmly,  
[Instructor Name]



## *AMJ ELE Results Analysis with Next Steps TEMPLATE*

To document your coaching insights clearly and deliver a consistent, high-value experience, we recommend using the **ELE Results Analysis with Next Steps Template** for all students who complete the Experience Level Evaluation.

### **How to find the template:**

1. Log in to your Mahj Life account.
2. Navigate to the **Digital Library**.
3. Use the search bar and enter: **“AMJ ELE Results Analysis”**
4. Open the document titled **AMJ ELE Results Analysis with Next Steps Template** and download a copy for your use.

### **How to use it in coaching:**

- Use the template to capture your interpretation of the student’s ELE Wheel and self-ratings.
- Follow the prompts to add your own observations, language, and examples in the Instructor notes sections.
- Limit focus to **one strength to reinforce** and **one or two growth areas** to avoid overwhelm.
- Use the “Priority Next Steps” section to outline a clear, actionable path forward.

### **Why this matters:**

Using a shared framework helps you:

- Deliver consistent, professional coaching across students
- Clearly communicate value beyond gameplay observation
- Track progress over time using a repeatable structure
- Position your services as thoughtful, intentional, and outcome-focused

This template turns ELE results into **insight, guidance, and action**—and helps ensure every student leaves with clarity, confidence, and a sense of direction.



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## How to Use This Guide

Think of this guide as a companion rather than a manual. It is here to help you understand what your students' scores reveal and how to turn those insights into thoughtful, targeted coaching. You do not need to use every part of it at once—move through the sections the same way you guide students: with curiosity, clarity, and intention.

## Student Debrief Script

*A simple, supportive way to review quiz results with a student.*

This script helps instructors create a consistent, encouraging experience when reviewing quiz results. The goal is to help students feel seen, supported, and motivated.

### Opening the Conversation

“Thanks for taking the quiz. I am excited to look at this with you. It gives us an obvious picture of how you naturally approach the game, and it will help me tailor our lessons, so you get the most out of your teaching practice.”

This sets the tone, gratitude, and purpose.

### Explaining Their Score

“You landed in the \_\_\_\_ range. That tells me that your overall comfort level is here, but what matters even more are the individual areas where you scored high or low. Those details show us exactly where your strengths are and where we can focus to help you grow.”

This avoids labeling and shifts the focus to insight.

### Discussing Their Strengths First

Start with their wins.

“I can see right away that you are strong in \_\_\_\_ and \_\_\_\_\_. These are natural assets in your game, and they will make everything else easier as you continue to learn.”

This builds confidence and trust.

### Gently Exploring Growth Areas

Shift into constructive territory:

“There are areas where you scored lower—these are simply the skills you have not had as much practice with yet. They are completely normal for players at this stage, and they give us a clear direction for our next lessons.”



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## Setting the Focus for Upcoming Lessons

Bring clarity:

“For our next couple of sessions, I’d love to focus on these 2–3 skills because strengthening them will noticeably improve your confidence at the table.”

Invite agreement:

“How does that feel to you? Does that line up with what you are experiencing when you play?”

## Ending With Encouragement and Partnership

Close with empowerment:

“You are already building a solid foundation. With a little targeted practice in these areas, you are going to see your game shift quickly. I am here to support you every step of the way.”

## Review the Score Range

Look at the student’s total score to understand their broad experience level. This gives you the overall “starting point” for their coaching pathway.

**Beginner** → building foundations

**Intermediate** → developing rhythm

**Advanced** → refining strategy

## Shift to the Individual Answers

Move from the overall level to the details. Their 1s and 2s reveal exactly where their growth edges are. These areas are your best entry points for meaningful coaching.

## Follow the Flow of the Game

The guide is organized to mirror the progression of a full round:

**Foundations → Charleston → Begin Game → Middle Game → End Game → Rules Review**

Locate the skill area where the student needs support and jump straight to that section.



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## Coaching Prompts

Each skill includes two views:

1. **What the player needs next** (gentle improvement cues)
2. **How you can coach it** (targeted prompts and drills)

Use these together to shape lessons, guided play, and reviews.

## Focus on a Small Cluster of Skills

You do not need to address everything at once. Select the three to five skills that will create the most meaningful improvement for the student—build sessions around those focal points.

## Use Pathways for Long-Term Direction

The Beginner, Intermediate, and Advanced pathways help you see how a student can evolve. Let these sections guide your planning across multiple lessons or an entire season.

## Revisit the Evaluation Over Time

Encourage students to retake the quiz after playing for a few months, after learning new skills, or when their confidence shifts. A new score provides a snapshot and guides the next coaching steps.

## Teach Flexibly and Personally

This guide is not a script—It is a resource. Blend drills, scenarios, warm-ups, and guided-play moments based on the student's learning style. Take a curious approach and stay responsive so you can support the next layer of their growth.

## Using the Wheel of Life

The Wheel of Life gives players something they rarely get in mah jongg: a simple, intuitive way to see their game. By translating the eight ELE dimensions into a single visual snapshot, the wheel shows the full landscape of a player's experience.

Here are the tools you will need to create your student's *AMJ ELE Results Analysis and Next Steps for Growth* report:

1. AMJ ELE Results (forwarded to you by Mahj Life)
2. AMJ ELE Dimensions Self-Rating (forwarded to you by Mahj Life)
3. Wheel of Life <https://resourcesof.life/>



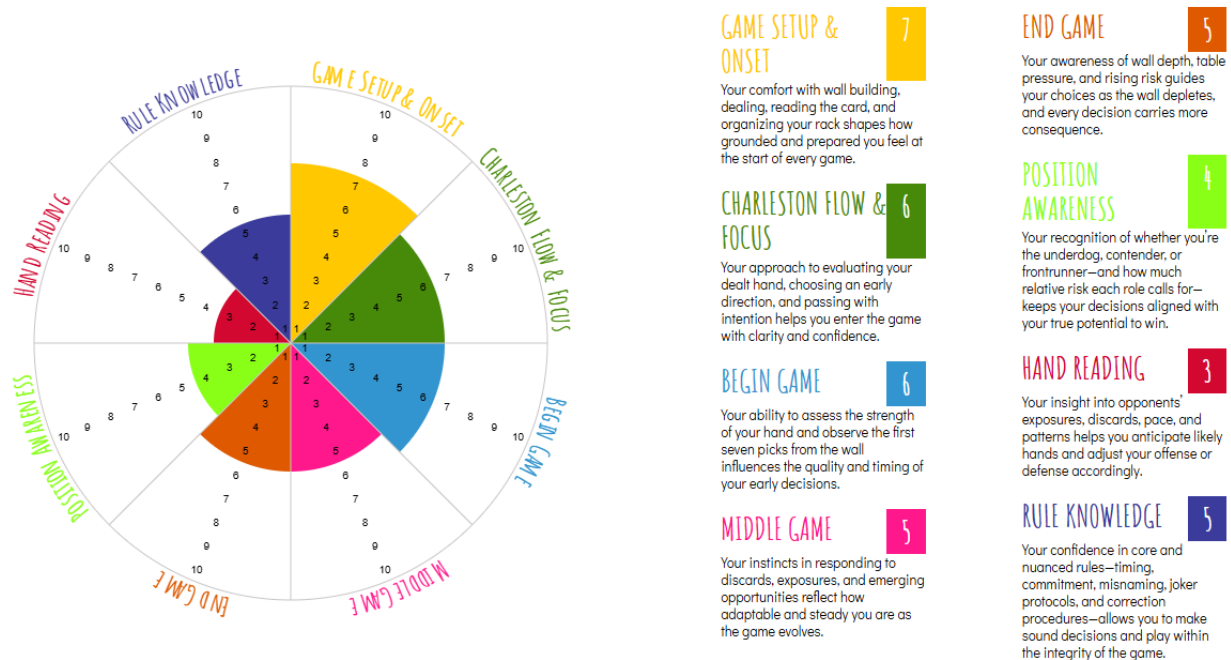
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## Workflow

1. **Player** registers for ELE, Guild Leader gets a notification
2. **Guild Leader** creates player account, an email is automatically sent to the player saying it's ready
3. **Player** takes ELE, an email is automatically sent to them with their results; Guild Leader gets a copy – if the player indicated an instructor, **Guild Leader** forwards the results to the Instructor
4. **Instructor** sends email to the Player with a link and instructions to take ELE Dimensions Self-Rating (this is the data that is used to create the ELE Wheel)
5. **Player** takes ELE Dimensions Self-Rating, an email is automatically sent to them with their results; **Guild Leader** gets a copy and forwards it to the Instructor
6. **Instructor** reviews the ELE and ELE Dimensions Self-Rating results; they use responses to create the *ELE Results Analysis* (template in the digital library)
7. **Instructor** uses ELE Dimensions Self-Rating to create the ELE Wheel (link in the instructor guidebook); they take a screenshot or download the image then paste/import it into the *ELE Results Analysis* (template



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When coaching with the ELE, it is helpful to frame a player's results through eight essential dimensions of gameplay. Setup the Wheel of Life with these or similar dimensions:

**1. Game Setup & Onset**

Your comfort with wall building, dealing, reading the card, and organizing your rack shapes how grounded and prepared you feel at the start of every game.

**2. Charleston Flow & Focus**

Your approach to evaluating your dealt hand, choosing an early direction, and passing with intention helps you enter the game with clarity and confidence.

**3. Begin Game**

Your ability to assess the strength of your hand and observe the first seven picks from the wall influences the quality and timing of your early decisions.

**4. Middle Game**

Your instincts in responding to discards, exposures, and emerging opportunities reflect how adaptable and steady you are as the game evolves.

**5. End Game**

Your awareness of wall depth, table pressure, and rising risk guides your choices as the wall depletes, and every decision carries more consequence.

**6. Position Awareness**

Your recognition of whether you are the underdog, contender, or frontrunner—and how much relative risk each role calls for—keeps your decisions aligned with your true potential to win.

**7. Hand Reading**

Your insight into opponents' exposures, discards, pace, and patterns helps you anticipate their hands and adjust your offense or defense accordingly.

**8. Rule Knowledge**

Your confidence in core and nuanced rules—timing, commitment, misnaming, joker protocols, and correction procedures—allows you to make sound decisions and play within the integrity of the game.



Instead of focusing on isolated mistakes or a single frustrating moment, the wheel helps both instructor and student look at the broader pattern of strengths and emerging skills. The goal is not to fill every segment to a “10.” The goal is awareness, balance, and clarity about where meaningful improvement can happen next.

### **How to Use the Wheel During a Session**

Invite the player to rate each dimension on a scale of 1–10, based on their level of confidence and satisfaction, and incorporating the insights they gained from the ELE. There is no score to get “right”—these numbers are simply reflections designed to spark awareness.

Plot the ratings around the wheel, connect the points, and pause to look at the shape that appears. Encourage your student to describe what they see before you offer your perspective.

Helpful prompts include:

- “What made you choose that rating?”
- “Where does the wheel feel balanced?”
- “Where is it thin or uneven?”
- “Which areas already feel strong?”
- “Which areas make sense as the source of frustration?”

This simple exercise often creates an immediate “aha” moment. Players who feel stuck finally see *why*—and players who underestimate themselves often discover strengths they had not recognized.

### **Using the Wheel to Inspire Next Steps**

Once the shape is visible, gently shift the conversation toward growth. Help the student choose just *one or two* dimensions to focus on—enough to create progress, but not so much that they feel overwhelmed.

The wheel normalizes the fact that mah jongg growth is layered and nonlinear. Every player has strengths and developing skills. Seeing these on one page makes improvement feel grounded and achievable.

Ask open-ended, forward-moving questions such as:

- “Which one or two segments would make the biggest difference if you strengthened them?”





- “How much time do you want to devote to those areas over the next few weeks?”
- “What activities feel doable and aligned with how you like to learn?”

You can then suggest targeted support, such as:

- A mindset or decision-making shift\
- A skill builder or guided exercise
- A focused coaching session
- A guided rules review

The Wheel of Life turns ELE into a living coaching tool. It bridges information → insight → action → results. It gives players a visual anchor for their journey and gives instructors a structured, compassionate way to guide meaningful growth.

**Recommended Tool:** <https://resourcesof.life/>

## Open Ended Questions

One of the most effective ways to help a mah jongg player grow is not by giving them the answer—It is by helping them discover the answer through their own thinking. Using open-ended questions when coaching is a supportive way to do exactly that.

Instead of telling a student what they should have done, you invite them to reflect on what they were noticing, what they were trying to accomplish, and what options they considered. This approach is inspired by a method called *Socratic* questioning, but you do not need to know anything about philosophy to use it. At its core, it is simply the skill of asking thoughtful questions that encourage clarity and self-awareness.



Open-ended questions help students slow down, think through their decisions, and understand why they made the choices they made. When players articulate their own reasoning, they learn faster, retain insights longer, and build confidence in their ability to make good decisions.

It also shifts coaching from correction to understanding. That small shift makes the learning process feel safer, more curious, and more empowering, especially for players who worry about being wrong or judged.

Once players understand their own thinking more clearly, you can guide them toward the next step with even more impact. Coaching becomes a conversation, not a correction—and the learning becomes more meaningful. For example:

### **1. Game Setup & Onset**

“When you’re setting up the game, what part feels the easiest for you—and what part makes you slow down?”

“After you get your dealt tiles, how do you like to arrange your tiles?”

### **2. Charleston Flow & Focus**

“How do you usually decide what to look for when you get your dealt hand?”

“What usually helps you make your first pass?”

“When the Charleston feels easy, what do you think makes it flow?”

### **3. Begin Game**

“What’s the first thing you think about after the Charleston?”

“How do you know when it is time to commit to a particular category or hand?”

“What usually throws off your early decisions?”

### **4. Middle Game**

“What tells you it might be time to pivot to another option?”

“When someone makes an exposure, what’s the first thought that comes up for you?”

### **5. End Game**

“How do you know when the end game starts?”

“What’s your usual process for deciding whether to push or fold and block?”



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## **6. Position Awareness**

“How do you figure out where you stand—underdog (behind), contender (middle of the pack), or frontrunner (ahead)?”

“When you realize you’re the underdog, what’s is your new approach?”

“What changes about your decisions when you think you’re a frontrunner?”

## **7. Hand Reading**

“What’s the first clue you usually pick up on when you’re reading someone’s hand?”

“How do discards and exposures help you decide which tiles are safe or risky?”

## **8. Rule Knowledge & Correction Protocols**

“Which rule situations make you pause or question yourself?”

“When something unusual happens at the table, what helps you stay calm long enough to figure it out?”

**Learn More:** <https://positivepsychology.com/socratic-questioning/>



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# Coaching Pathways Introduction

*How to use the score ranges as a teaching lens.*

The coaching pathways translate a student's score into practical teaching direction. Instead of viewing the total score as a label, think of it as an orientation point—an overview of how the player currently approaches the game. Each range reflects a different level of comfort, rhythm, timing, and strategic awareness.

The pathways highlight the tendencies you are most likely to see at each level. Beginners often focus on mechanics and structure; intermediate players are developing tempo and adaptability; advanced players are sharpening precision, reading the table, and managing risk with intention. These patterns help you anticipate where a student may need the most support and where their natural strengths already lie.

Use the pathways as a starting place, not a verdict. They will help you:

- Shape coaching sessions.
- Plan private lessons.
- Design warm-ups or drills.
- Guided play nights
- Create homework assignments.
- Write post-quiz reflections.
- Prepare printable handouts for students.

As you move from one pathway to the next, you will see clear notes about habits, developmental milestones, and the immediate “next layer” each type of player is ready to grow into. When you understand the score, you gain insight into how a student processes the game—and how to guide them toward their next level with clarity and confidence.



## Beginner Pathway | Score 25–41

At this stage, the goal is to strengthen fundamentals and build confidence. Beginners benefit from structure, repetition, guided decisions, and simple frameworks that keep the game feeling manageable.

### Topics

- Charleston with confidence
- Understanding simple hand structures
- Reading the card without feeling overwhelmed
- Making early decisions without hesitation
- Basic exposure judgment
- Tile organization and rack clarity
- Core mechanics (drawing, claiming, discarding)

### What Coaching Should Prioritize

- Clear, steady walkthroughs of each turn
- Step-by-step Charleston support
- Practicing simple pairs-based or “shape-first” hand development
- Visual examples of early-, mid-, and late-game tiles
- Repetition of the most common rules (claim timing, joker basics)

## Recommended Activities

### Charleston Skill Builders

These [skill builders](#) help beginners internalize the flow of the Charleston without the pressure of a full game. Have players move through each pass slowly—right, across, left—while you narrate the sequence aloud. The goal is muscle memory: recognizing when to stop, when to pass blind, and how to stay oriented. As comfort grows, increase the [pace](#) slightly while keeping the environment calm and supportive.

### Category Modeling

Beginners often struggle to see patterns, so these micro-drills train the eye to notice structure. Spread tiles face-up and ask students to [build hands, one category per player](#). This gives them a feel for how the card is organized and why certain tiles pull a hand in a particular direction. The emphasis is not on completing a hand perfectly but on identifying patterns and possibilities.



## Guided Play with No Filters

Beginners learn best when they hear the reasoning behind decisions. As you guide play, narrate every step: why you pass tiles, why you decline a discard, why a certain hand looks promising. Invite them to verbalize their thoughts as well: “I’m passing these because they don’t fit my pattern,” or “I’m keeping this pair to see if it can be used with incoming tiles.” This slows the game down just enough to build awareness and reduce hesitation.

## Guided Play with Slow-Paced Hand Reading

Many beginners cannot yet [interpret exposures](#) or understand what they reveal. Here, the instructor narrates the table in real time, pointing out suits, patterns, or potential directions based on what is exposed. Keep it gentle and observational: “This player exposed three 7 cracks, so we know they’re in cracks,” or “Two players are showing even numbers, so watch their discards to confirm their category.” The student is simply practicing noticing, not predicting.

## Random Pulls

A disorganized rack creates confusion, so this [skill builder](#) helps beginners build clarity before making decisions. Set a timer for 10 minutes and have players sort their tiles intentionally starting with jokers, flowers, winds, dragons, and finally by suit, in numerical order. Discuss hand strength with this sort method. For round two, sort by categories. You can introduce different sorting challenges each round. Organized racks lead to clearer decisions and a calmer play experience.

## Exposure Judgement

[Exposure judgment and timing](#) can be big hurdles for newcomers. In this drill, simulate discards one after another and have beginners practice claiming quickly, clearly, and confidently. The goal is not speed for its own sake but learning the rhythm: hearing the discard, recognizing its value, and responding within the timing window. You can start slowly and increase the [pace](#) as confidence builds.

## When to Retake the Quiz

After 10–15 hours of guided play, or when you feel the Charleston no longer creates anxiety.



## Intermediate Pathway | Score 42–62:

This is the growth zone. Intermediate players need support in timing, table awareness, pivots, and risk. They often know *what* to do—they are refining *when* to do it.

### Topics

- Using the Charleston to resist the urge to pick a hand
- Expanding comfort with complex hand structures
- Middle Game [pivoting](#) (knowing when to shift lanes)
- Reading exposures and discards
- [Understanding position](#) (underdog/contender/frontrunner)
- Managing risk based on table dynamics
- Recovery strategies

### What Coaching Should Prioritize

- Explaining *why* a pivot works
- Practicing exposure restraint and timing
- Tracking live patterns during play
- Using position to guide push–fold decisions
- Identifying danger tiles before they appear
- Strengthening independence (fewer verbal cues)

## Recommended Activities

### Pivot Power

Intermediate players need to [pivot confidently](#) when their original direction stalls. In this drill, students evaluate two potential hands from the same rack—Plan A, Plan B—and practice switching between them based on new tiles or discards. Play a couple games and call out the pivot sweet spot. The focus is on recognizing early when a plan has weakened and shifting into a better-aligned structure without hesitation.

### Hand Reading with Coaching

At this stage, players should begin predicting an opponent’s hand—not perfectly, but with increasing accuracy. Play the game and openly coach [hand reading](#). Keep this exercise low-pressure and curious, emphasizing pattern recognition rather than perfection.

### Push–Fold Judgment



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Intermediate players often misjudge when [to push for the win and when to fold and block](#) opponents. Create short, table-based scenarios: “You’re one away from ready, but the wall is at 12 tiles,” or “Two players are showing strong exposures, and you have no pairs left.” Talk through what pushing vs. folding looks like in each situation. The aim is to build instincts using [position](#) (underdog, contender, frontrunner), exposure density, and wall count as decision anchors.

### **Tempo-15**

Some intermediate players can play accurately but not efficiently. A 15-minute round builds [internal pacing](#) without creating pressure. Encourage players to maintain a steady rhythm: draw, sort, decide, discard. The instructor can gently call out benchmarks (“five minutes in,” “halfway through”). Timed practice helps refine decision timing, reduce overthinking, and prepare students for tournament-level pacing.

### **Risk Radar-50**

[Risk management](#) becomes crucial in the latter part of the middle game. Play a game as usual until the 50-tile sweet spot for gathering safe discards, then have everyone open their hand. Talk through each [player's position](#) and recommend [defensive discard planning](#) for the rest of the game. This drill sharpens defensive instincts and builds end game discipline.

### **When to Retake the Quiz**

After a new card drops, after a tournament, or every 3–6 months, as timing and confidence evolve.





## Advanced Pathway | Score is 63–75

Advanced players benefit most from refinement, nuance, and decision precision. They already play well; they are polishing judgment, tempo, and strategic awareness.

### Topics

- Reading the table with higher accuracy
- Using probability and pattern recognition
- Tempo control (slowing/accelerating the table)
- Exposure timing for maximum advantage
- [Deep pivoting](#) (two-step or three-step pivoting)
- Late-game strategy under pressure
- Advanced rule literacy (concurrent interests, commitment rules, joker protocols)

### What Coaching Should Prioritize

- Micro-adjustments in exposure judgment
- Breaking down complex table states
- Playing tight end games with clarity
- Higher-level defensive interpretation
- Precision in picking vs. claiming moments
- Tournament-ready awareness

## Recommended Activities

### Tempo-13

Advanced players need to combine [speed with strategic awareness](#). In a 13-minute round, emphasize not just finishing the game within time but maintaining clarity throughout.

Encourage players to verbalize their reasoning quietly to themselves or share brief check-ins afterward: “I shifted here because the wall was low,” or “I delayed exposing because the player across was in my suit.” The goal is to refine tempo without sacrificing thoughtful play. After each round, guide a short debrief focusing on what sparked good decisions and what created hesitation or risk.

### Hand Reading

At this stage, players should begin [reading opponents](#) without relying on exposures. This drill strengthens early defensive instincts and improves predictive accuracy long before hands are revealed.



Play a regular game but ask students to document their hand-reading predictions as the round unfolds—what they believe each opponent is building, which suits or numbers they are avoiding, and which tiles are still in play. Encourage them to anchor their predictions in visible behavior: discard patterns, hesitation, claim timing, and tile frequency.

Once the game ends, debrief as a group. Compare predictions to actual hands, discuss what signals were accurate or misleading, and identify the behaviors that offered the clearest tells. Over time, this exercise sharpens students' ability to assess threats, anticipate danger tiles, and adjust their strategy before exposures ever appear.

### **Risk Radar-30**

The last wall in play can become a study in nuance. Play a regular game, and at 30 tiles remaining, have everyone open their hand. Talk through each [player's position](#) and recommend [defensive discard planning](#) for the rest of the game. Encourage players to justify each [safety ranking](#). This drill strengthens end game precision, reduces emotionally driven discards, and builds discipline.

### **Pivot-70**

Advanced players should be able to [pivot with confidence](#)—even in the middle game when the stakes are higher and flexibility is limited. In this drill, play a regular round until approximately seventy tiles remain in the wall. At that moment, pause the action and have every player pivot to a *new* category based on the current strength, shape, and potential of their hand.

The challenge is to select a new direction quickly, without losing tempo or falling into analysis paralysis. Once everyone has chosen, open all hands. Discuss each [player's position](#), the logic behind their chosen pivot, and how they might develop the new hand over the remaining tiles.

This exercise strengthens late-game adaptability, deepens hand-vision skills, and builds composure when circumstances shift unexpectedly—an essential trait in advanced competitive play.



## Deep Pivot

For advanced players, [deep pivoting](#) offers a clean, high-level way to build adaptability and strengthen strategic flexibility as the game evolves. In this activity, players allow their hand direction to change naturally as the tile flow shifts. They begin with an initial idea, then transition to a second option if a stronger pattern emerges. If the table dynamics change again—or if another player’s exposures close off their path—they shift once more into the most promising remaining direction.

This kind of multi-step redirection reinforces broad hand-reading skills, steady decision-making, and the ability to adjust without losing composure. It is a valuable exercise for players who want to stay fluid, respond effectively when blocked, and remain open to the strongest possibilities at every stage of the game—without relying on any structured pivot framework.

## Quick-Fire Rules Review

Advanced players should not just *know* the rules; they should be able to apply them instantly under pressure. In this drill, create rapid-fire game scenarios built around the most complex, high-impact rulings. Present each situation quickly, have players state the ruling and the reasoning, then walk through the official NMJL logic together.

Use scenarios such as:

- **[Concurrent interests](#)**: two players claiming the same tile—who prevails, and why?
- **[Commitment](#)**: a player touches a tile, hesitates, and it shifts—what counts as committed?
- **[Misnamed discard with competing claims](#)**: one player wants the misnamed tile, another the actual tile discarded. What happens next?
- **Misnamed discard leading to mah jongg**: how do you correct and proceed?
- **[Mah jongg in error](#)**: A player declares mah jongg and someone throws in their tiles, but the hand is invalid. What happens next?
- **[Joker Protocols](#)**: A player wants to exchange a joker in an exposure but has not officially started their turn. What must happen before the exchange is allowed, and what makes the exchange invalid?
- **[Scoring and Payouts](#)**: A player wins the hand, but the players are unsure about how to pay them. How does each scenario change the payout, and what penalties apply if the wrong tile was discarded or the hand was declared incorrectly?



Guide players to articulate the principles behind each ruling, not just the outcome. The goal is fluency—the ability to stay composed, reason clearly, and resolve unusual situations at the table without confusion or debate.

### **When to Retake the Quiz**

Before tournaments, after teaching cycles, when adjusting to a new card, or anytime you feel your rhythm shifting.

## **Next-Step Recommendations and Prompts**

*Aligned with the 25-Question American Mah Jongg Experience Level Evaluation*

This combined section brings together the player-facing improvement suggestions and the instructor-facing coaching prompts so Guild instructors can quickly identify what students need next.

Players can use these explanations to guide independent practice, and instructors can use the coaching prompts to shape targeted lessons, guided play, and review sessions.

For each skill area, you will see:

- A **player-friendly next-step recommendation**
- A **coach-facing prompt** to guide instruction and practice

This mirrors the quiz's flow.



## SECTION 1 — Setup & Getting Started

### Game Setup & Breaking the Wall

**Player Next Step:** If the setup feels shaky, practice breaking and building the wall several times. Narrate each step. Familiarity builds calm.

**Instructor Prompt:** Rehearse setup repeatedly; build rhythm and orientation.

*Focus: comfort, confidence*

### Reading the Card

**Player Next Step:** Study repeating patterns across suits. Create hands-on exercises with the card to strengthen recognition.

**Instructor Prompt:** Identify repeating patterns; do category modeling.

*Focus: identifying the strength of a hand and pattern recognition.*

### Identifying the Strength of a Hand

**Player Next Step:** Sort tiles into shapes and look for pairs, patterns, and shapes. These give early direction

**Instructor Prompt:** Teach targeting multiples (e.g., pair, pung, kong) and predominant patterns.

*Focus: early direction-setting*

### Game Mechanics

**Player Next Step:** Rehearse the pick-and-discard phase of the game to build confidence in the game flow and tempo

**Instructor Prompt:** Drill the draw–sort–decide–discard sequence.

*Focus: turn rhythm*



## SECTION 2 — Charleston Flow & Focus

### Charleston Comfort

**Player Next Step:** Do Charleston modeling skill builders. Slow, steady reps regulate anxiety.

**Instructor Prompt:** Practice Charleston decision-making verbally and slowly.

*Focus:* [flow and pace](#)

### Pass Strategy

**Player Next Step:** Begin with simple logic: pass tiles that do not support any potential hand.

**Instructor Prompt:** Start with simple rules: pass clear discards; pass tiles for weak options.

*Focus:* *intentionality*

### Exercising Charleston Options

**Player Next Step:** Rehearse [passing blind or stopping](#). Talk through the process aloud.

**Instructor Prompt:** Practice blind passing, stopping round two, and negotiation cues.

*Focus:* *awareness*



## SECTION 3 — Begin Game

### Decision Timing

**Player Next Step:** If two unwanted tiles seem equal, pick one and move on. Momentum sharpens instinct.

**Instructor Prompt:** Reduce overthinking by choosing between two options.

*Focus: decisiveness.*

### Position-80

**Player Next Step:** [Reassess position](#) at 80 tiles remaining.

**Instructor Prompt:** Teach position (underdog, contender, frontrunner) based on hand development progress, hand potential, and situational awareness with [relative risk](#).

*Focus: situational awareness*

### Exposure Judgment

**Player Next Step:** Delay exposing one extra turn and see how it affects the table.

**Instructor Prompt:** Rehearse delayed exposures; reassess [timing](#).

*Focus: exposure discipline*



## SECTION 4 — Middle Game

### Hand Reading

**Player Next Step:** Practice [hand reading](#) for one opponent.

**Instructor Prompt:** Play three games where players track one player first; expand to two players in game two, then three in game three.

*Focus: awareness*

### Managing Risk

**Player Next Step:** Heighten awareness of discards and exposures at 60 tiles remaining—those are [risk signals](#).

**Instructor Prompt:** Identify discard risks

*Focus: [discard planning](#)*

### Recovery Mission

**Player Next Step:** When the plan collapses, sort, choose two hands, and commit to one quickly

**Instructor Prompt:** Practice immediate resets: sort → two hands → pick one.

*Focus: bounce-back confidence.*





## SECTION 5 — End Game

### End Game Risk Tolerance

**Player Next Step:** Visualize the depleting wall. Tighten defense as the game evolves unless you are one tile from being ready.

**Instructor Prompt:** Shift to defense in the final 20 tiles.

*Focus:* [risk assessment](#)

### Push–Fold Judgment

**Player Next Step:** Use an easy framework:

- Underdog → fold
- Contender → evaluate
- Frontrunner → push

**Instructor Prompt:** Teach position-based [push–fold judgment](#).

*Focus:* [strategic clarity](#)

### Pace-15

**Player Next Step:** Practice 15-minute rounds to reduce overthinking without rushing.

**Instructor Prompt:** Use timed rounds, give a warning at 10 and 5 minutes remaining.

*Focus:* [steady rhythm](#)



## SECTION 6 — Rules Knowledge

### Concurrent Interests

**Player Next Step:** Review examples of ties—who gets the tile and why.

**Instructor Prompt:** Practice exposure vs. mah jongg priority.

*Focus: ruling clarity*

### Commitment to a Pick

**Player Next Step:** Remember: touching is not commitment. Tile movement is.

**Instructor Prompt:** Teach the time movement qualifier.

*Focus: interpreting hesitation*

### Commitment to a Discard

**Player Next Step:** Name the tile clearly, release, and move on.

**Instructor Prompt:** Reinforce “named + released = final.”

*Focus: decisiveness*

### Misnamed Discards

**Player Next Step:** Focus on which tile was actually discarded; that determines the next step.

**Instructor Prompt:** Emphasize correctness under pressure: “Which tile was actually discarded?”

*Focus: confidence & clarity*

### Mah Jongg In Error

**Player Next Step:** Stay calm, pause, and confirm whether the declared hand is valid before reacting. If the hand is incorrect, disqualify the player and resume play if possible

**Instructor Prompt:** Reinforce the correction process: verify validity, identify who exposed tiles, apply the appropriate remedy, and keep the table composed.

*Focus: composure, correction, and continuity of play*

### Joker Protocols

**Player Next Step:** Rehearse joker exchanges: start your turn first, then swap, hand-to-hand.



**Instructor Prompt:** Drill exchange considerations (e.g., avoid setting up a pure hand) and etiquette (e.g., hand-to-hand exchange), and best practices (e.g., hugging jokers).

*Focus: timing & restraint*

## Scoring & Payout Understanding

**Player Next Step:** Review basic [scoring](#) scenarios—doubles, jokerless wins, wall games.

**Instructor Prompt:** Walk through common payout examples.

*Focus: end-of-round confidence*



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# Block Buster Method Lesson Planning with ELE Results

## The Block Buster Method Overview

The Block Buster Method is recommended core structure behind a coaching session. It creates a simple, repeatable rhythm—**Warm-up → Topic → Application → Reflection**—that helps students settle in, learn with focus, practice with purpose, and walk away with real insight. Instead of overwhelming players with too much information at once, Block Buster breaks learning into manageable blocks that build confidence one step at a time.

What makes this method so effective is its balance of structure and flexibility. The framework stays the same from session to session, but the content inside each block adapts to the students' needs, the instructor's goals, and the results of the ELE. This means every lesson feels personalized without feeling chaotic.

### Warm-up

The warm-up is a short, accessible activity that prepares the student for the work ahead. It helps them transition from “playing mode” into “learning mode” and brings gentle awareness to the ELE dimension you'll be focusing on. Warm-ups spark curiosity and confidence; they're never about performance, only orientation.

### Topic

The Topic is the heart of the lesson. This is where you introduce the concept the student most needs to understand—taken directly from one of the ELE dimensions. The Topic becomes even more powerful when paired with the Triple-Step Framework, which helps you teach it through either progressive steps or complementary angles. This ensures the student gets clarity, not complexity.

### Application

Application is the hands-on portion of the lesson. This is where the student practices the concept through guided play, structured drills, scenarios, or decision-based exercises.

This is also where the **Triple-Step Framework** comes in. The instructor chooses one option to shape the practice portion:



### **Triple-Step Option 1: Progressive Steps**

Teach the Topic through three steps that build on one another—for example, How to Pick a Hand:

1. Identify the strength of the hand
2. Focus on a category based on the strength of the hand
3. Commit to a hand in the middle game or fold and block

This approach is ideal when the student needs clear, sequential progression to understand and apply the skill.

### **Triple-Step Option 2: Complementary Concepts**

Teach the Topic through three related angles that give a fuller picture, for example, How to Read the Table:

1. Survey discards
2. Monitor exposures
3. Observe speed, pace, and tempo

This approach is perfect when the student needs broader awareness, deeper context, or multiple ways to recognize the same pattern.

After choosing your Triple-Step option, then choose the activity or next-step recommendation to make the Application stage more intentional, structured, and effective—turning information into experience and experience into skill.

### **Reflection**

Reflection closes the loop. It allows the student to articulate what they gained, what changed, what felt easier, and what still feels unclear. Instead of telling them what they learned, you guide them to discover it themselves. This is where awareness becomes insight, insight becomes direction, and direction becomes meaningful next steps.

### **Plug-and-Play with ELE**

The Block Buster Method gives your lesson structure, flow, and clarity. ELE gives you the insight to choose the *right* focus. When the two work together, you get a session that is predictable for the instructor, personalized for the student, and grounded in a coaching rhythm that builds confidence with every step.



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The Block Buster Method has four parts—**Warm-up → Topic → Application → Reflection**—and the Triple-Step Framework sits *inside* Topic and Application to shape what you teach and how you practice it. Think of Block Buster as the outer shell and the Triple-Step as the internal customization engine.

ELE tells you **what to put inside the shell**.

### **Block 1 Warm-Up: Settle the Mind, Activate Awareness**

The Warm-Up is a short activity chosen to bring the player's attention to the dimension you'll be focusing on.

When using ELE results, the Warm-Up should activate:

- The student's awareness
- Their confidence
- Their curiosity

The goal is not mastery—it's **orientation**.

### **Block 2 Topic: Place One ELE Dimension at the Center**

The Topic is the anchor of your session—the core skill you will teach and explore. ELE results make Topic selection easy by giving you the dimension where improvement will have the biggest impact.

Choose one of the eight ELE dimensions as your Topic:

1. Game Setup & Onset
2. Charleston Flow & Focus
3. Begin Game
4. Middle Game
5. End Game
6. Position Awareness
7. Hand Reading
8. Rule Knowledge



Once the topic is chosen, customize it using the **Triple-Step Framework**, which gives you two options:

### **Option A: Progressive Concepts**

Teach the Topic as a sequence (Step 1 → Step 2 → Step 3). Great for skills that need a natural build—Core Strategy by wall: Begin Game, Middle Game, End Game.

### **Option B: Complementary Concepts**

Teach three interconnected angles of the same topic. Great for multidimensional skills—Harness the Power of the Charleston: Purpose of the Charleston, Exercising Charleston Options, Defensive Passing.

### **Block 3 Application: Turn Concept Into Competence**

Application is the practice space where the student uses the three concepts you introduced during the Topic. Here you bring the work to life through activities or a next-step recommendation. The application should:

- Reinforce the Topic
- Use all three Triple-Step concepts
- Stay measurable
- Feel achievable

Using ELE results ensures the Application phase is **purposeful rather than generic**.

### **Block 4 Reflection: Turn Action Into Insight**

Reflection is where the student makes it meaningful to them. This step should be student-led, not instructor-led. It helps players articulate:

- What clicked
- What changed
- What became easier
- What still feels unclear
- What they'll do next



Reflection questions align beautifully with the ELE narrative tone:

- “Which of the three concepts helped you the most?”
- “Where did your confidence shift?”
- “What surprised you about your decisions?”
- “How does today’s practice connect to your ELE results?”
- “Where do you want your focus to go next?”

Reflection is how the session becomes integrated learning rather than isolated practice.

### **Why the Block Buster Method Works So Well With ELE**

Using this nested model ensures:

- **Consistency** in how you structure lessons
- **Customization** based on the player’s ELE results
- **Alignment** between your choices and player’s needs
- **Clarity** around the goal of each session
- **Scaffolding** that supports beginners through advanced players

ELE shows you the “why.”

Block Buster gives you the “how.”

Triple-Step shapes the “what.”

Together, they form a coaching framework that is focused, flexible, and deeply supportive of the student’s growth.

For a demonstration, see <https://mahjlife.com/learning-lab-instructor-edition/lesson-planning-essentials-block-buster-method-20251030/>

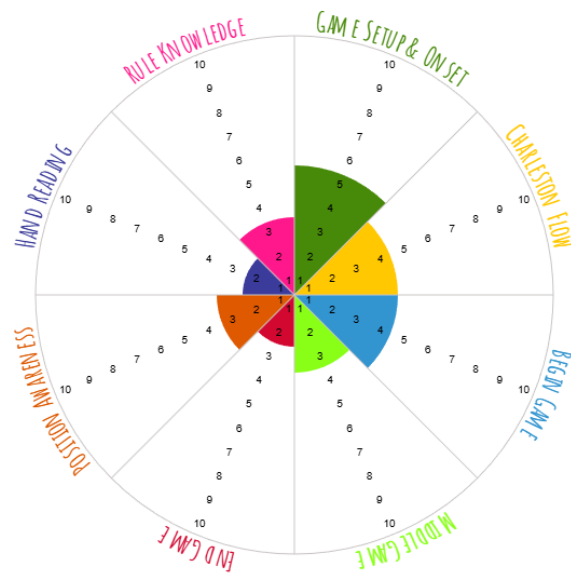




# Appendix A Sample ELE Results Analysis (condensed)

## Piper Youngblood (beginner)

### AMJ Experience Level Evaluation (ELE) Results Analysis (condensed)



#### GAME SETUP & ONSET

5

Your comfort with wall building, dealing, reading the card, and organizing your rack shapes how grounded and prepared you feel at the start of every game.

#### CHARLESTON FLOW

4

Your approach to evaluating your dealt hand, choosing an early direction, and passing with intention helps you enter the game with clarity and confidence.

#### BEGIN GAME

4

Your ability to assess the strength of your hand and observe the first seven picks from the wall influences the quality and timing of your early decisions.

#### MIDDLE GAME

3

Your instincts in responding to discards, exposures, and emerging opportunities reflect how adaptable and steady you are as the game evolves.

#### END GAME

2

Your awareness of wall depth, table pressure, and rising risk guides your choices as the wall depletes, and every decision carries more consequence.

#### POSITION AWARENESS

3

Your recognition of whether you are the underdog, contender, or frontrunner—and how much relative risk each role calls for—keeps your decisions aligned with your true potential to win.

#### HAND READING

2

Your insight into opponents' exposures, discards, pace, and patterns helps you anticipate their hands and adjust your offense or defense accordingly.

#### RULE KNOWLEDGE

3

Your confidence in core and nuanced rules—timing, commitment, misnaming, joker protocols, and correction procedures—allows you to make sound decisions and play within the integrity of the game.

#### Your ELE Wheel Snapshot

This visual represents how you experience eight core dimensions of American mah jongg—how grounded you feel at the beginning, how confident you are as the game develops, and where your clarity rises or dips as the pressure increases. There is no “perfect” wheel. The shape shows where you’re currently strong, where you’re steady, and where you’re ready for meaningful growth.

Use this analysis to reflect on your playing style and identify the areas that will most improve your confidence and consistency.

#### +OVERALL INSIGHTS SUMMARY

##### What your ELE wheel shows about your play today:

Strongest area: Setup (5)

Weakest areas: Hand Reading (2), and End Game (2)

Your results reflect a player who is learning the game in the right order. You’re building awareness before strategy, observation before prediction, and caution before risk. With time and repetition, these foundations will support confident, enjoyable play.

#### Primary Focus Area:



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**Why this matters now:**

As a new player, it's completely normal to feel overwhelmed. Feeling the need to track what is happening at the table can pull your attention away from your own hand and create unnecessary pressure. Learning to read just one opponent helps you slow the game down and begin noticing meaningful patterns without overload.

This is an early awareness skill, not a prediction skill. The goal right now isn't to be "right," but to become observant and curious about what's happening around you.

---

**First Action Step:**

During a game, choose one opponent to watch — preferably the one who exposes first.

Notice what they discard, what they expose, and how quickly they play. At the end of the hand, ask yourself what you noticed. This simple habit builds awareness without disrupting your own play.

---

**Instructor Contact Information**

If you would like support implementing these next steps, reviewing practice games, or continuing to build your confidence and clarity, feel free to reach out.

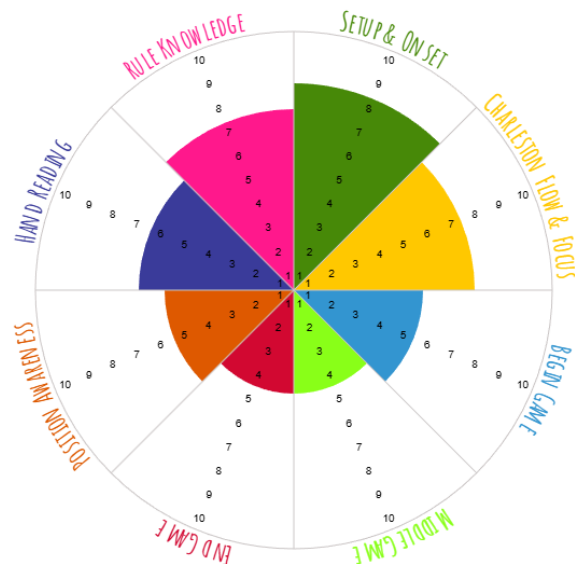
I'm here to help you deepen your understanding of the game, strengthen your decision-making, and enjoy mah jongg with more confidence and ease.

<b>Instructor Name:</b>	Michele Frizzell
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# Hannah Sterling (intermediate)

## AMJ Experience Level Evaluation (ELE) Results Analysis (condensed)



### SETUP & ONSET

8

Your comfort with wall building, dealing, reading the card, and organizing your rack shapes how grounded and prepared you feel at the start of every game.

### END GAME

4

Your awareness of wall depth, table pressure, and rising risk guides your choices as the wall depletes, and every decision carries more consequence.

### CHARLESTON FLOW & FOCUS

7

Your approach to evaluating your dealt hand, choosing an early direction, and passing with intention helps you enter the game with clarity and confidence.

### POSITION AWARENESS

5

Your recognition of whether you are the underdog, contender, or frontrunner—and how much relative risk each role calls for—keeps your decisions aligned with your true potential to win.

### BEGIN GAME

5

Your ability to assess the strength of your hand and observe the first seven picks from the wall influences the quality and timing of your early decisions.

### HAND READING

6

Your insight into opponents' exposures, discards, pace, and patterns helps you anticipate their hands and adjust your offense or defense accordingly.

### MIDDLE GAME

4

Your instincts in responding to discards, exposures, and emerging opportunities reflect how adaptable and steady you are as the game evolves.

### RULE KNOWLEDGE

7

Your confidence in core and nuanced rules—timing, commitment, misnaming, joker protocols, and correction procedures—allows you to make sound decisions and play within the integrity of the game.

### Your ELE Wheel Snapshot

This visual represents how you experience eight core dimensions of American mah jongg—how grounded you feel at the beginning, how confident you are as the game develops, and where your clarity rises or dips as the pressure increases. There is no “perfect” wheel. The shape shows where you’re currently strong, where you’re steady, and where you’re ready for meaningful growth.

Use this analysis to reflect on your playing style and identify the areas that will most improve your confidence and consistency.

### OVERALL INSIGHTS SUMMARY

#### What your ELE wheel shows about your play today:

Strong across foundations, Charleston, and Begin Game — but dips significantly in Middle Game and End Game.

You have a really strong start, which is great. What’s happening is that your wheel gets narrower once the game gets dynamic. That tells us your next level of growth is all about adaptability, timing, and understanding when to shift focus.



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This is the classic intermediate plateau. The student starts strong, builds well, but struggles to adapt when the table changes. Their hand reading is emerging, but slow transitions and unclear position awareness lead to late-game mistakes.

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## **PRIORITY NEXT STEPS**

### **Primary Focus Area:**

Middle Game Adaptability (Pivoting, Exposures, Push–Fold Awareness)

---

### **Why this matters now:**

Your game starts strong, but your ELE wheel shows that confidence narrows once the table becomes active. This is a classic intermediate growth point. You understand what you're aiming for, but when exposures appear or tiles don't cooperate, hesitation creeps in. Learning when — and how — to pivot will help you maintain momentum instead of waiting for the hand to recover on its own.

This is the stage where adaptability transforms solid play into consistent results.

---

### **First Action Step:**

Your game starts strong, but your ELE wheel shows that confidence narrows once the table becomes active. This is a classic intermediate growth point. You understand what you're aiming for, but when exposures appear or tiles don't cooperate, hesitation creeps in. Learning when — and how — to pivot will help you maintain momentum instead of waiting for the hand to recover on its own.

This is the stage where adaptability transforms solid play into consistent results.

---

## **Instructor Contact Information**

If you would like support implementing these next steps, reviewing practice games, or continuing to build your confidence and clarity, feel free to reach out.

I'm here to help you deepen your understanding of the game, strengthen your decision-making, and enjoy mah jongg with more confidence and ease.

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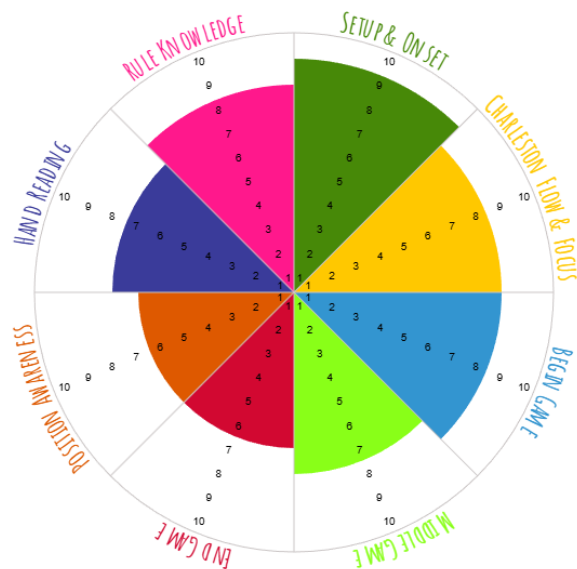
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Questions? Send an email to [care@mahjlife.com](mailto:care@mahjlife.com)

# Finn Maverick (advanced)

## AMJ Experience Level Evaluation (ELE) Results Analysis (condensed)



### Your ELE Wheel Snapshot

This visual represents how you experience eight core dimensions of American mah jongg—how grounded you feel at the beginning, how confident you are as the game develops, and where your clarity rises or dips as the pressure increases. There is no “perfect” wheel. The shape shows where you’re currently strong, where you’re steady, and where you’re ready for meaningful growth.

Use this analysis to reflect on your playing style and identify the areas that will most improve your confidence and consistency.

### OVERALL INSIGHTS SUMMARY

#### What your ELE wheel shows about your play today:

Nearly full and symmetrical, with two gentle dips: End Game and Position Awareness.

This player has strong mechanics, good instincts, and reliable adaptability — but they give away wins by misreading pressure or failing to adjust risk based on role. The refinement now lives in subtlety: timing, defense, and pattern anticipation.

Your wheel is strong and balanced. What’s interesting is that the only places it dips are where strategic nuance becomes essential. You’re ready for polish — not overhaul. That’s a great place to be.”



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## PRIORITY NEXT STEPS

### Primary Focus Area:

End Game Risk Awareness & Defensive Precision

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### Why this matters now:

Your ELE wheel is strong and well-balanced, which means your next level of growth lives in nuance. The slight dip in end-game awareness shows that even strong hands can be compromised by one risky discard late in the game. At this level, refinement — not reinvention — makes the difference between near-wins and consistent wins.

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### First Action Step:

Before the final 20 picks, mentally map unseen tiles and identify which discards pose the highest risk. Prioritize defense over speed. This discipline will protect strong hands and preserve your advantage.

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### Instructor Contact Information

If you would like support implementing these next steps, reviewing practice games, or continuing to build your confidence and clarity, feel free to reach out.

I'm here to help you deepen your understanding of the game, strengthen your decision-making, and enjoy mah jongg with more confidence and ease.

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## Conclusion

ELE is more than a tool—it is a shared language for growth. As an instructor, you now have a straightforward way to see how a player thinks, decides, reacts, and adapts when they play the game. Combined with the Wheel of Life, open-ended coaching prompts, and your own teaching experience, you are equipped to guide players with confidence, clarity, and compassion.

Your role is not to judge a student's score; it's to help them understand their tendencies, recognize their strengths, and take meaningful next steps. Most players simply need well-timed insights to unlock a new layer of their game. With these resources, you can offer targeted support that feels personal, grounded, and empowering.

As Guild instructors, you are not just teaching rules or mechanics—you are shaping stronger mah jongg community. Use the evaluation as often as it serves you: to welcome new students, to support private coaching, to reassess progress, or to help players step into intermediate or advanced play with confidence.

Thank you for bringing your expertise, your heart, and your leadership to the Guild. Your guidance transforms the way players experience the game—and together, we raise the level of play for everyone.



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