



Facilitator note: Fictional analysis only. This pack teaches no driving procedure, legal review rule, readiness standard, or permission to operate a vehicle. Use qualified instruction and actual local requirements for any real learner. Do not solicit students' driving history, family disputes, or test results. Students may pass or use invented examples.

Activity 1: A result and a proposed complaint

Number in order:

- A. Nachliel withdraws the complaint after admitting the earlier practice difficulty.
- B. An examiner intervenes; the test ends with a non-pass result.
- C. The uncle offers an explanation that makes the examiner seem unfair.
- D. Later practice improves one skill without changing what happens in the original test.
- E. The instructor compares the draft with Nachliel's account and proposes more supervised work.
- F. Nachliel reads the complaint's claim of sound judgment throughout.

Name the point at which disappointment begins being used as evidence.

Explain why the actual review process and a truthful account would still matter if a real factual concern existed.

Activity 2: Three kinds of claims

Mark S (shown in the story), U (unsupported), or L (limited conclusion needing its boundary).

1. The examiner intervenes at a junction.





2. A relative's loyalty proves the test is unfair.
3. Nachliel feels nervous.
4. One later practice session shows improvement in the part the instructor observes.
5. A later good session proves the earlier intervention was unnecessary.
6. Not passing today proves permanent inability.
7. A complaint should state what the applicant can accurately support.

Rewrite two unsupported claims so that they distinguish the event, feeling, and remaining question.

Activity 3: The paragraph he cannot sign

Fictional draft: "My judgment is sound throughout. The examiner intervenes only because she makes me nervous. I would definitely stop in time. Therefore the result must be reversed."

Identify four unsupported leaps. Write three factual sentences describing only what Nachliel actually knows from the story. End with either a truthful question for an appropriate review channel or his choice not to pursue the unsupported complaint. Do not invent review rights, deadlines, fees, or outcomes.

Activity 4: Support without changing the evidence

Write six lines between a relative and an invented learner. The learner feels embarrassed. The relative wants to help. Include: a feeling acknowledged; a question about what actually happens; a distinction between a factual concern and an unwanted result; a qualified-adult next step. Avoid both "you're always right" and "you deserve to fail."





Activity 5: Pick the route forward

Choose helpful steps and arrange them in a path:

- Ask the instructor to explain the observed difficulty.
- Book the fastest possible retest to end relatives' questions.
- Read the actual review process if there is an accurately supportable concern.
- Practice independently to prove the examiner wrong.
- Follow qualified supervision and lawful learner arrangements.
- Claim the examiner is unfair because the result feels humiliating.
- Tell the uncle the missing facts and decline the inaccurate draft.
- Let readiness and actual requirements guide next arrangements.

Add the branch for a real factual concern without assuming that any complaint guarantees a changed result.

Activity 6: A practice record, not a verdict

Create a fictional four-box record: Observed under supervision; Improvement limited to; Still needing qualified help; Next agreed step. Fill it with invented school-learning examples, not driving techniques. Explain why a better day does not erase a past error and a harder day does not erase every improvement. Do not rate a real classmate's competence.





Activity 7: Two pages in one folder

Draw an object-only line-art folder containing the original test result and the later practice record. Beside it, draw a reconstructed example of the rejected complaint, clearly marked EXAMPLE OF DISCARDED, UNSENT DRAFT. The actual draft is taken away by the uncle in Chapter 5; do not draw it as a retained document. Give each document a caption showing what it can establish and what it cannot. Use arrows for chronology, not a scale weighing a person's worth. No vehicle diagram or road maneuver instruction is needed.

Activity 8: Find the separate words

Find the words left to right. Choose RESULT/REVIEW and PRACTICE/PROOF as pairs to explain.

R	E	S	U	L	T	A	B	C	D
Q	R	E	V	I	E	W	X	Y	Z
F	A	C	T	A	B	C	D	E	F
Q	F	E	E	L	I	N	G	X	Y
P	R	A	C	T	I	C	E	X	Y
Q	P	R	O	O	F	A	B	C	D
P	L	A	N	A	B	C	D	E	F
Q	L	I	M	I	T	A	B	C	D
A	B	C	D	E	F	G	H	I	J
J	I	H	G	F	E	D	C	B	A

Words: RESULT, REVIEW, FACT, FEELING, PRACTICE, PROOF, PLAN, LIMIT.





Teacher answer key

1. B, C, F, E, A, D. The uncle's suggested explanation becomes attractive because it protects Nachliel's image, not because the intervention is established as incorrect. A real concern needs the actual process and supported facts; sadness or loyalty does not determine fairness.

2. 1 S; 2 U; 3 S; 4 L, limited to observed later improvement; 5 U; 6 U; 7 S as the story's information standard. Example: "He dislikes the result and feels nervous; those facts do not establish an unnecessary intervention." Accept accurately bounded alternatives.

3. Whole-test sound judgment is not established; nervousness does not prove examiner-caused error; hypothetical stopping is not certain; reversal does not follow. Example facts: examiner intervenes; result is a non-pass; the instructor identifies a related earlier practice difficulty. Do not require a complaint or invent a legal entitlement.

4. Open dialogue. Support should neither deny evidence nor humiliate. It can help the learner obtain a clear explanation, accurate records, appropriate supervision, and emotional support. Adults do not guarantee the outcome.





5. Useful: instructor explanation, actual process for real supported concern, lawful qualified supervision, correction with uncle, readiness-based planning. Reject unsupported hurry, independent proof attempts, and feelings treated as findings. A review branch can coexist with training; no result guarantee.

6. Open school-based record. Record specific observed learning, not global "good/bad student" labels. A new performance concerns new evidence. It does not rewrite the past or settle every future task.

7. Original result: the recorded test outcome and details, not permanent worth. Reconstructed example of the discarded, unsent draft: a worksheet representation of a proposed unsupported account, not a retained document, lodged complaint, or factual finding. Practice record: later supervised observations, not proof the test is invalid or permission to drive. Chronology should preserve those limits.

8. RESULT row 1 columns 1-6; REVIEW row 2 columns 2-7; FACT row 3 columns 1-4; FEELING row 4 columns 2-8; PRACTICE row 5 columns 1-8; PROOF row 6 columns 2-6; PLAN row 7 columns 1-4; LIMIT row 8 columns 2-6. A result may be questioned through an appropriate process without assuming it is wrong. Practice improvement does not prove an earlier decision unfair.

