Completed Work and Felt Difficulty

Check what the task required before judging how hard it should have felt.

Honest completion does not need an invented struggle.

Hypothetical example: A child accurately finishes an agreed materials-sorting task but feels it should not count because it was easy. The adult verifies completion and keeps a separate question about the next suitable task.

01 Ask why the child thinks the work does not count

Hear the child's reason for discounting the work.

Child's exact concern

Task's stated purpose

Actual care or participation concern to refer

02 Check the finish without inventing a harder standard

Compare the actual finish with the stated standard.

Original finish condition

Completed work directly checked

Missing part if there is one

Completed Work and Felt Difficulty / Review & follow-through

03 Keep effort from becoming a suffering contest

Separate felt difficulty from observed quality.

Difficulty the child actually reported

Care or quality actually observed

Unsupported comparison to set aside

04 Let the next task have its own owner

Follow the real next assignment or ask about a new one.

Current next responsibility

Question for the responsible adult

Completion and future request kept separate