

# The Good-Enough Ladder

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

**Learning goal:** Define success criteria and a stopping point before revising work.

Careful work matters, but endless polishing can hide the real goal. “Good enough” means meeting useful criteria, not giving up. You can choose where extra effort helps and where it is time to stop.

## Your steps

1. Pick a small task you are working on.
2. Compare a perfect-only rule with the task’s real goal.
3. Write three visible success criteria.
4. Choose a stopping point and test it.

## 1. Climb toward the real goal

Rewrite each perfect-only rule in a more useful way.

| Perfect-only thought           | Meets the goal instead |
|--------------------------------|------------------------|
| Every word must sound amazing. |                        |
| No one can find any mistake.   |                        |
| My own perfect-only rule:      |                        |

## 2. My three-step success ladder

Choose three criteria someone could actually check. Put the essential one first.

*Example for a poster: accurate facts, readable labels, sources named.*

|                           |                              |
|---------------------------|------------------------------|
| Task + real purpose       | Step 1 · essential criterion |
| Step 2 · useful criterion | Step 3 · finishing criterion |

## The Good-Enough Ladder · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

### 3. My stopping agreement

Extra polish is optional once the goal is met.

|                              |                              |
|------------------------------|------------------------------|
| I stop when...               | One revision worth making    |
| One detail I can leave alone | After stopping, I noticed... |

### My next step

For my next task, I will define “finished” by...

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### Optional stretch · Grades 6–8

Separate accuracy, clarity and style criteria. Explain when extra polish has value and when it costs more than it adds.

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**Optional teacher / parent follow-up:** Agree on the real task criteria together. Praise a reasoned stopping decision, not speed or flawless work.