

Teacher Education Institute (TEI)

Director: Dr. David L. Mollet, 6656 Reservoir Lane, San Diego, CA 92115

Tel: 619-463-1270 Email: tei@cox.net URL: <http://members.cox.net/tei>

Teaching Choleric

Choleric children above all others are children with a will of their own; or to more accurate, the effects of their actions are clearly felt by those around them because of the ways in which the outflow of energy is directed. They make up their minds as to what is the desired objective and work quickly and decisively on how to achieve it. In dealing with choleric teachers and parents are going to spend a great deal of energy if they decide on a policy of confrontation.

The assertiveness of choleric can easily turn to obstinacy or aggression if they are not dealt with in the right way. There are however certain strategies which are more than helpful.

A great deal will be achieved through humour. This does not mean attempting to make a joke of the situation or being funny in it. It does mean, however, trying to lighten the situation by moving beyond the negative emotions of the choleric.

The opposite strategy, for example, would be where the teacher attempts to deal with the choleric in front of the class by admonition and confrontation. This will be a tiring process for both teacher and child; far more will be achieved through a humorous approach.

Choleric also possess a fairly rigid concept of what is fair. It is not difficult to establish contact in difficult situations by appealing to this side of their nature; by relating to what the choleric child feels is just and honourable.

What does the choleric child seek from teacher and parent? The choleric is continually seeking to control the outpouring of energy. They need to discipline and control their behaviour and should be taught continually to make the necessary efforts for this to occur.

Adults will achieve a great deal through example. If choleric children perceive self-control and self-education in the adult they are far more likely to accept guidance and instruction from that person. All children need to look up to and admire their teacher but none more so than choleric.

The teacher should not be slow or hesitant in asserting their authority over the choleric. Choleric need a firm structure within which to work and behave; the parameters need to be realistic but the cultivation of self-discipline is one of their hardest tasks.

Adults need not be apprehensive in showing their superior knowledge to the choleric child. Whereas, for example, this strategy might well make melancholic children apprehensive (when they perceive the amount of knowledge to be learnt) choleric will look up to someone who has obviously learnt such a vast amount of information.

In the majority of situations adults should cultivate relationships based on conciliation rather than confrontation yet it does no harm, occasionally, to let children see that adults are also human; if confrontation occurs in these situations the child should be dealt with firmly yet adults still need to show they are calm and controlled.

Choleric need opposition and a number of obstacles, if the best is to be brought out of them. They should be set tasks which stretch them or which are even a little beyond them.