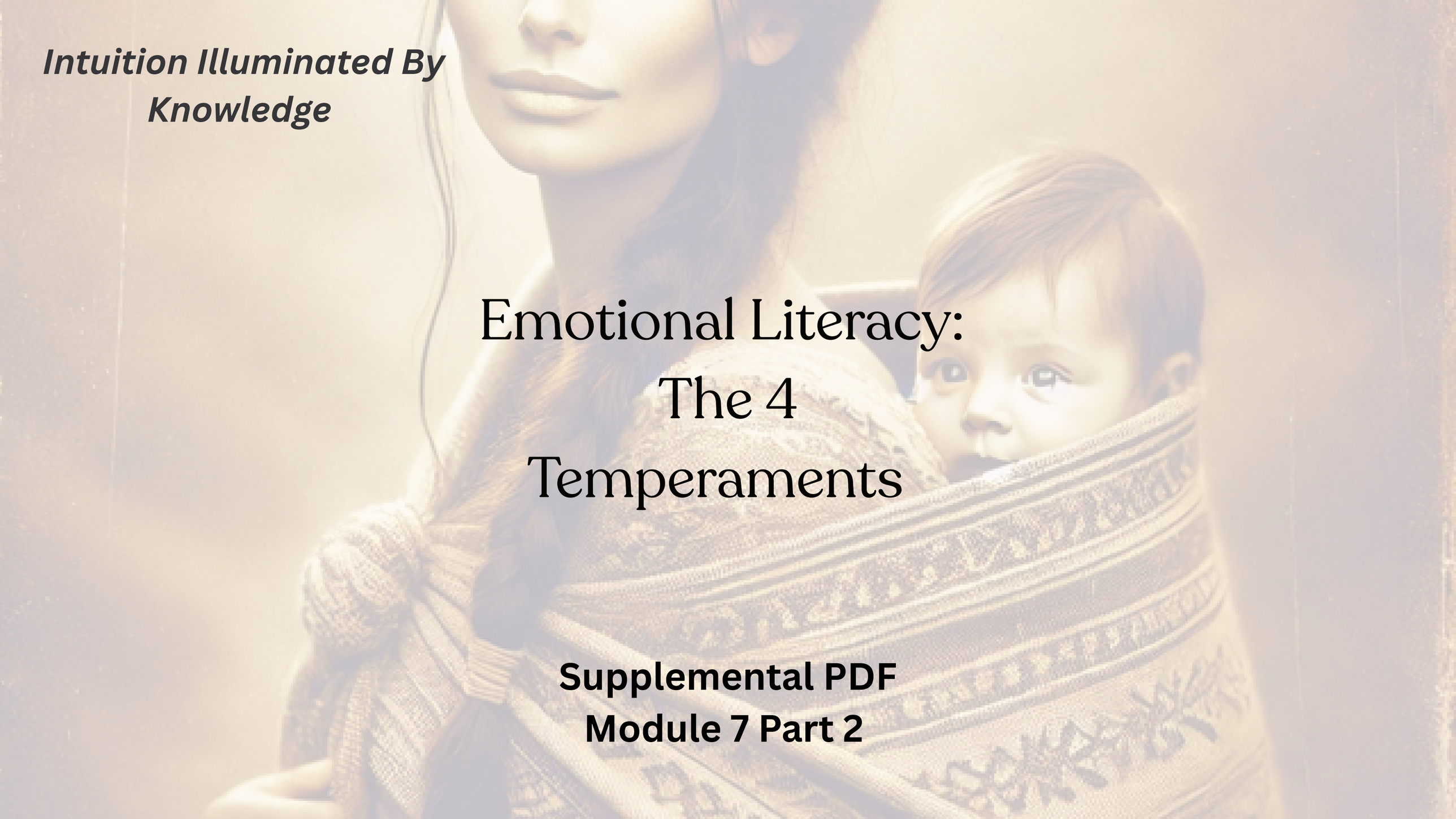
Intuition Illuminated By Knowledge

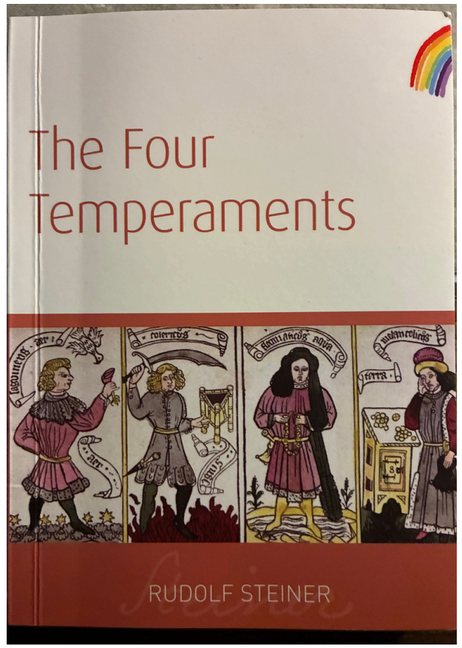


Emotional Literacy: The 4 Temperaments

Supplemental PDF
Module 7 Part 2

The 4 Temperaments
Rudolf Steiner
Original Lecture Date: March 4, 1909 (Berlin)

Core Subject: An Anthroposophical exploration of the four classical temperaments (choleric, sanguine, phlegmatic, and melancholic) and how they influence childhood education and adult self-development.



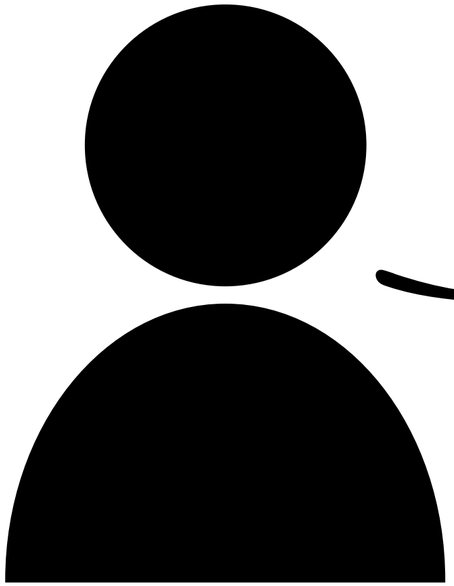
Explores four basic human temperaments: ways people naturally express themselves, respond emotionally, and interact with the world.

In Rudolf Steiner's educational approach, understanding temperaments helps Soul Guardians and teachers recognize each child's individuality and meet their developmental needs with greater awareness.

This is not to label, but to understand how to nurture the unique human being before us.

Taken from The 4 Temperaments, by Rudolf Steiner, March 1909, Berlin

- We have to recognize the individual riddle of each person that comes to expression through temperament.
- The temperament is at work wherever the riddle of each person enters directly into daily life
- They manifest in everything we can observe externally
- Human-heredity-display characteristics inherited from mother, father, grandparents
- We posses certain traits by virtue of our place in a succession of generations



Inheritance

+

Individual Qualities

+

What we receive from mother, father, grandparents

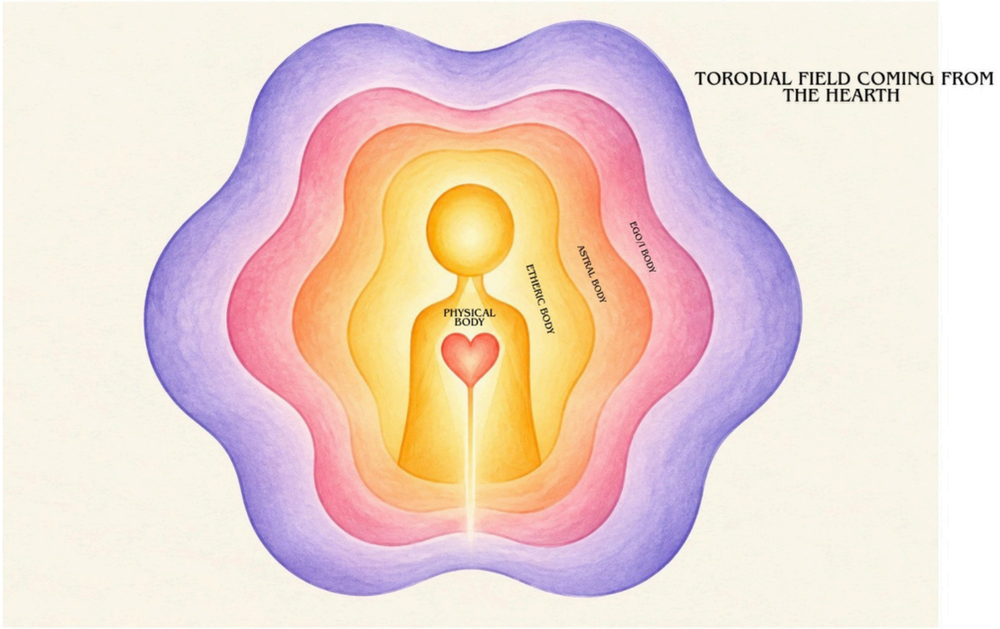
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A person’s temperament

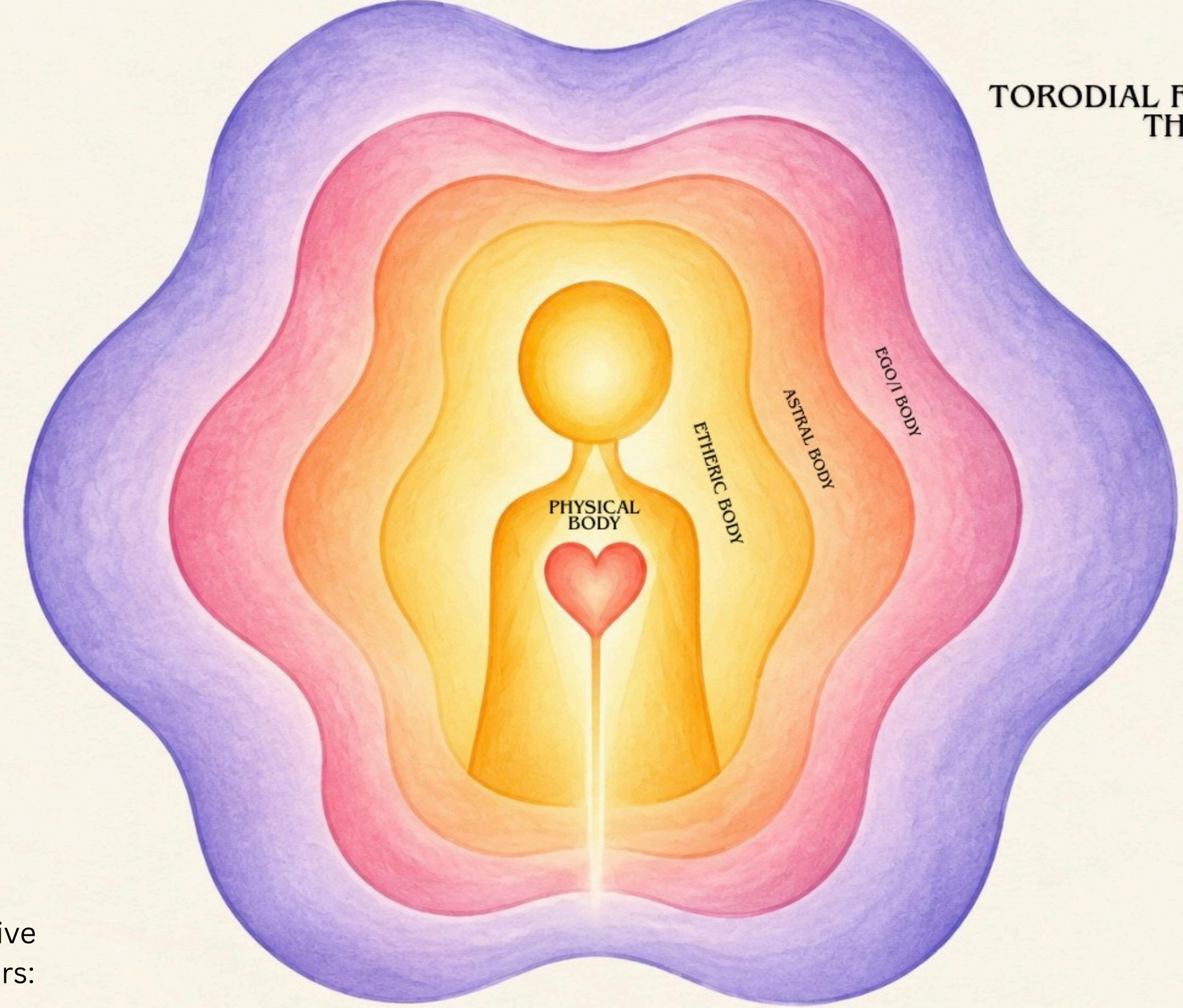
Temperament is an intermediary between what connects us to an ancestral line and what we bring with us from former incarnations

*Human beings consist of **4 Sheaths:** protective coverings or layers:*

1. **Physical Body**- mineral world
2. **Etheric Body**- is integrated into the physical and separates only at death
3. **Astral Body**-bearer of instincts, drives, passions, desires, and the ever changing content of sensation and thought
4. **Human Ego or "I"**- our highest member, elevates us above all other earthly creatures, gives us the power of self awareness



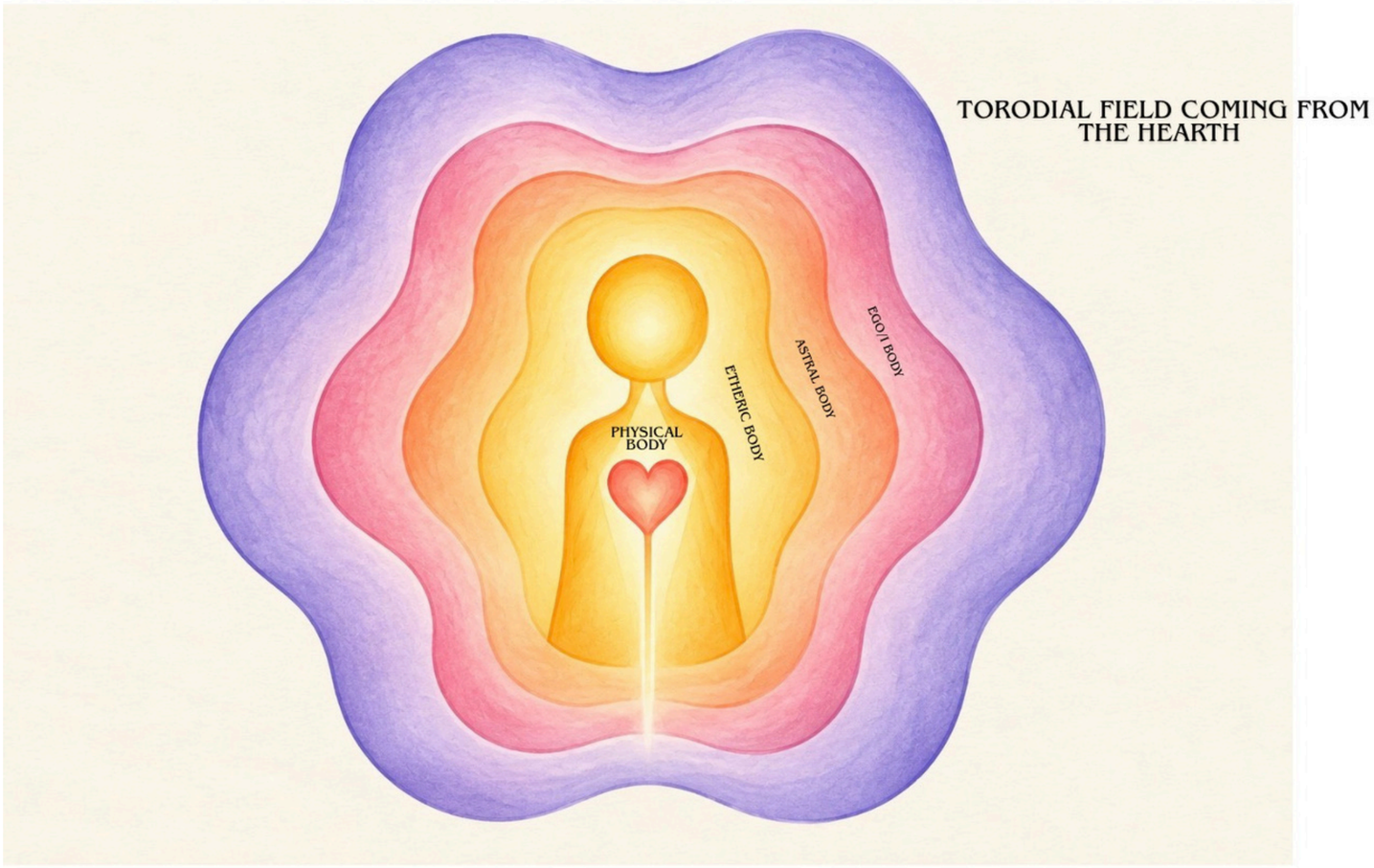
TORODIAL FIELD COMING FROM THE HEARTH



Human beings consist of 4 Sheaths: protective coverings or layers:

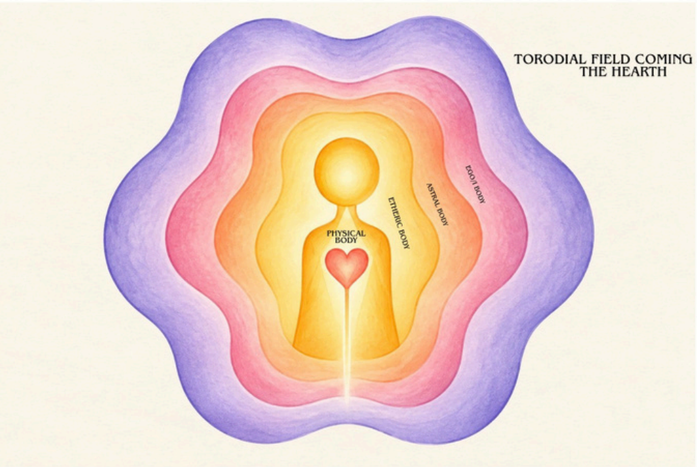
The way these 4 aspects combine is determined by mixing/blending of the 2 streams (Inner self and Inherited traits), as the person enters the physical world

- In every case, one of the 4 members achieves predominance over the others.



How these 4 aspects come to expression in the physical body:

- The Ego or “I”-express itself in the circulation of the blood. The blood system predominates in people of primarily **Choleric Temperament.**
- The Astral Body-expresses itself physically in the Nervous System. The nervous system has power/influence in the **Sanguine Temperament.**
- The Etheric Body-expresses itself in the glandular system. The **Phlegmatic** is physically subjected to his glands
- The Physical Body-expresses itself only in itself. Most important outward features of the **Melancholic Temperament** is his physical body.

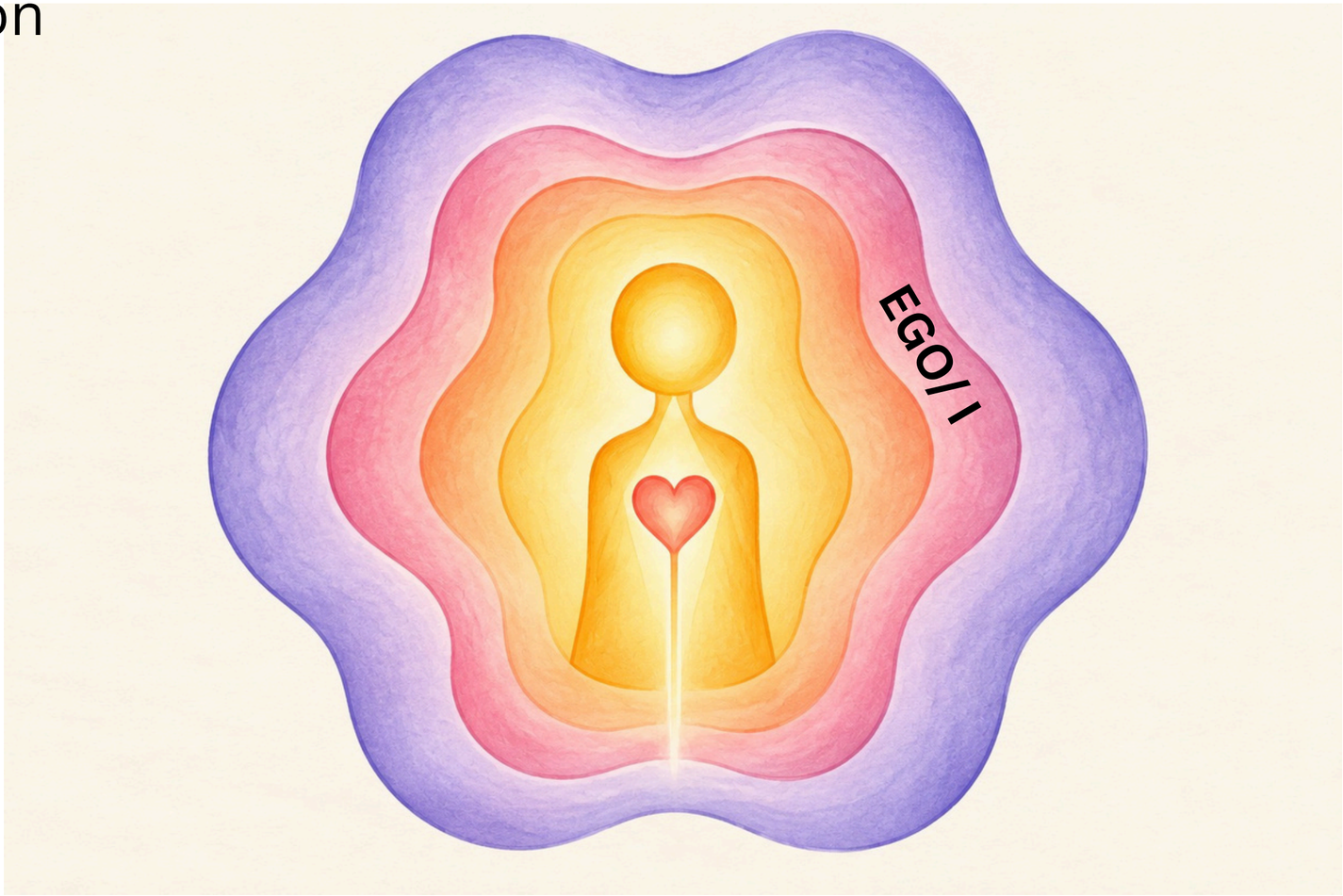




Sheath	Physical Body Expression	Temperament
The Ego or “I”	Circulation of the blood	The blood system predominates in people of primarily **Choleric Temperament**
The Astral Body	the Nervous System	The nervous system has power/influence in the **Sanguine Temperament.**
The Etheric Body	the Glandular System	The **Phlegmatic** is physically subjected to his glands
The Physical Body	expresses itself only in itself	Most important outward features of the **Melancholic Temperament** is his physical body

Choleric: EGO / I

- ego/the blood system
- always have his own way
- aggressive and everything connected with his forceful will derives from his blood circulation



Sanguines: Astral body and nervous system in charge

- nervous system/astral body
- sensations and feelings continually fluctuate
- Harmony/order results only from the ego’s restraining influence
- Entirely absorbed by sensations , images, and ideas, that ebb and flow within them
- Astral body predominates
- Surrender themselves to the continual changing flux of images, feelings, and ideas

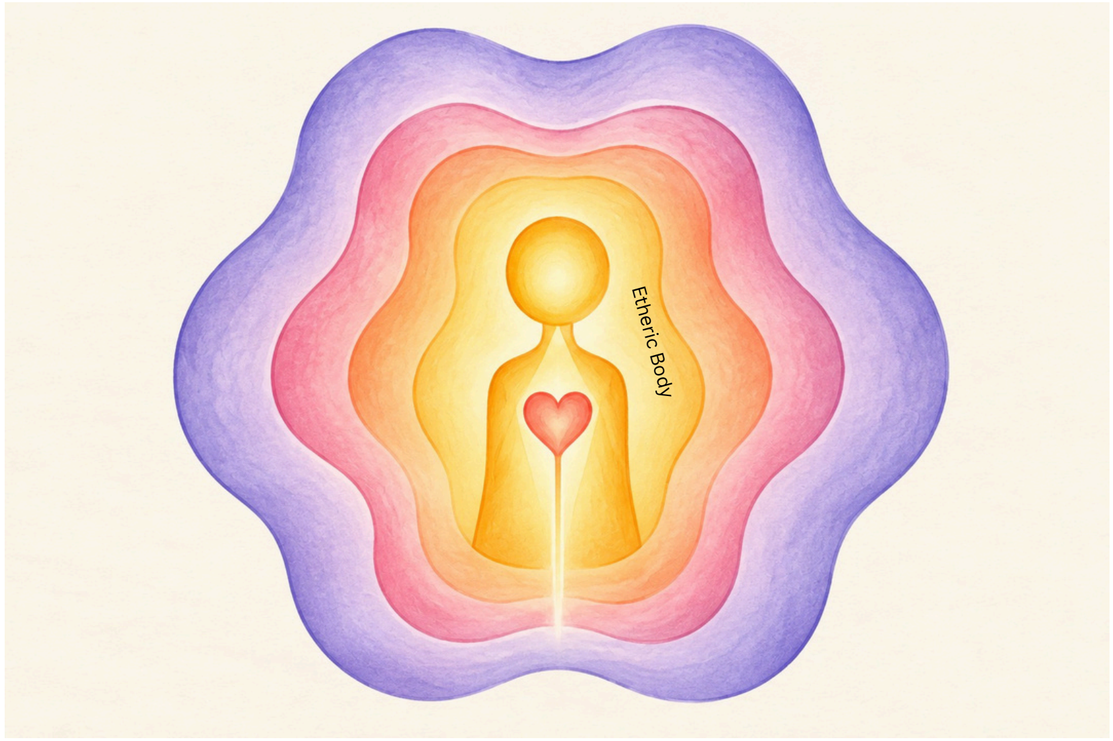


- Unable to linger over an impression
- Can not focus attention easily on a particular image nor sustain their interest in an impression
- Rush from one experience or sensation to the next
- Sanguine children can be a concern
- Interest is easily kindled, a picture will easily make an impression but vanishes quickly



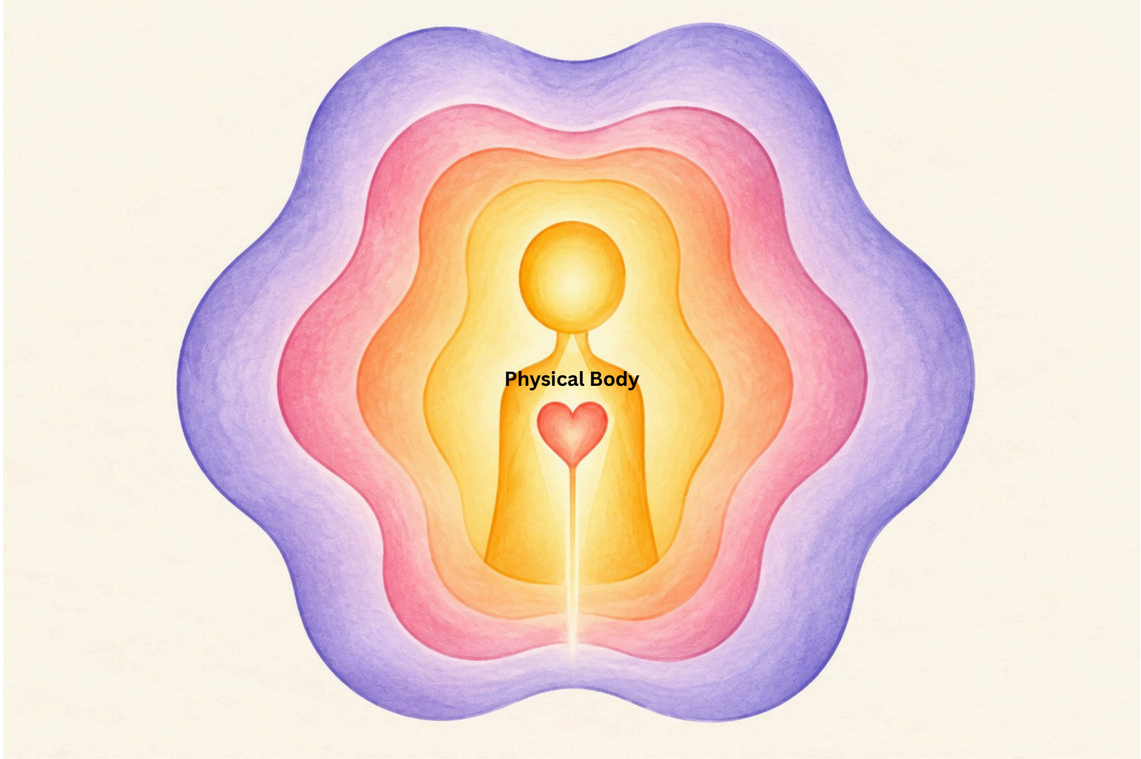
Phlegmatic: Etheric Body/Life Body Predominates

- Regulates growth and metabolism
- sense of inner-well being
- the more a human lives in his/her etheric body the more he is preoccupied with internal processes
- Let‘s external events run their course while his focus is internal



Melancholic: Physical body gains Mastery over the others

- Feels he is not master of his body
- Can not bend it to his will
- Physical body prevents from succeeding or achieving a goal
- Experiences this as **pain**, discouragment
- Pain wells up within him because his physical body resists his etheric body's inner sense of well being, his astral body liveliness and his ego's purposeful striving



The 4 aspects also manifest clearly in external appearance:

- **<u>Choleric:</u>**

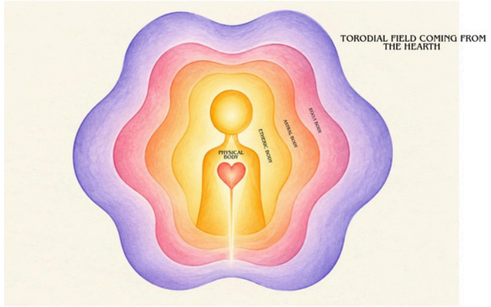
*plants each foot solidly

*Ego predominates: seek to triumph overall obstacles, and make their presence felt

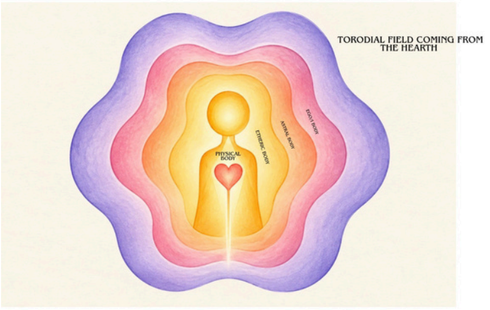
*Dark smouldering eyes

*The ego stunts the growth of the other bodies, withholding what is due to the astral and etheric bodies





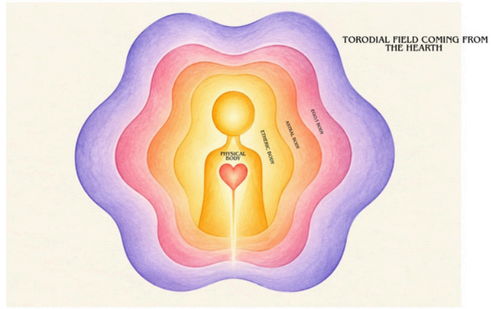
*Clear external expression: lower body restrained in their growth
IE: Napoleon (short)
*The ego held back the other bodies
*Sharply chisselled facial features



<u>Sanguine</u>

- Nervous system and astral body predominate
- The astral body's inner liveliness animates the other bodies and gives maxium mobility of external form
- Facial features are mobile and changeable
- Astral body's inner liveliness manifest in every external detail, IE: Slender form, delicate bone structure or lean muscles
- Same for gestures and details of behavior
- Light springy step
- Blue eyes





Phlegmatic

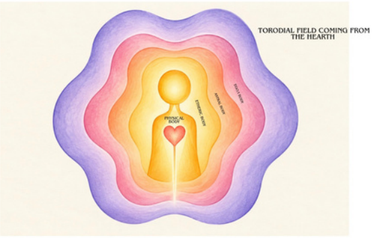
- Static, no emotion or little emotion
- Plumpness- fat due to the activity of the etheric body
- Walk/Movement loose jointed or shambling
- Manner somewhat uninvolved
- Seems not entirely in touch with surroundings

Melancholic

- Hanging head, dull eyes, stance
- Walk is firm but in a leaden way

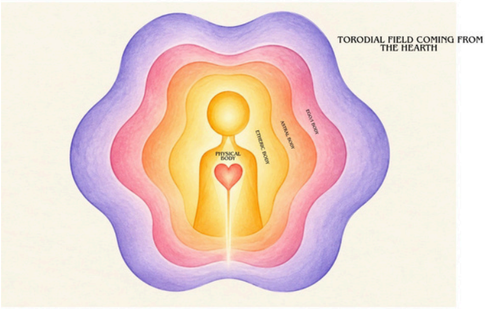


How Do Soul Guardians Support?



- Pay close attention to temperaments in **child development** and in education so that we can guide and direct the temperaments as they develop in the child
- Also important in our efforts for self improvement later in life
- What expresses itself through the temperaments
- Each person has one basic temperament mingled with varying degress of others
- Temperaments are a form of imbalance on their own and can be pushed to unhealthy extremes
- Temperaments make diverse, beauty, and fullness of life possible
- In education/ **child development,** it makes no sense to try to homogenize or try to eliminate them
- Instead we should direct each in the proper way

In every temperament there lie 2 dangers that deviate from what is normal:



Danger for the young Choleric:

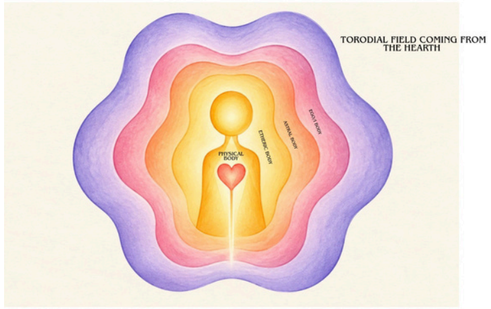
- never learn to control his temper as he grows to maturity (small danger)
- Acting out of his ego he will become foolishly single minded (Greater Danger)

Danger for the young Sanguine:

- Flightiness (easily distracted) (Small Danger)
- Mania induced by a constant stream of sensations (Greater Danger)

Danger for the young Phlegmatic:

- Apathy towards the outer world (small danger)
- Idiocy and intellectually disabled, dull wittedness, slowness, difficulty thinking (Greater Danger)



Melancholic:

- Insensitivity to anything other than his own personal experience (small danger)
- Insanity (great danger)



How do Soul Guardians Direct and Guide the Temperaments?

Always work with what is there, not with what is not!

Examples:



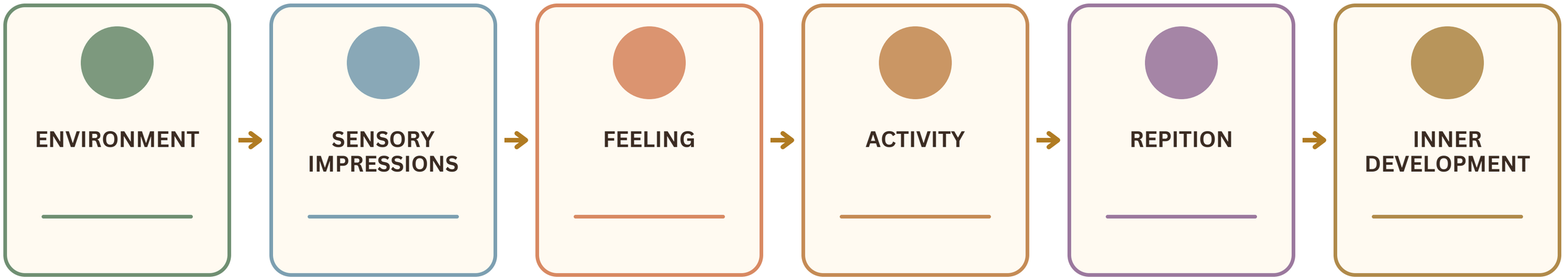
***Sanguine child**:*

- *focus on the attributes he/she has already, base what you do on that*
- *we can stimulate interest in a particular individual*
- *it could be you or someone else, the child will develop interest and attention*
- *only in this way through love for the individual child*
- *they need someone to love in order to connect and engage*
- *do all we can to awaken it (Love) is the **key***
- this is because love is their language to connect and engage
- expose the Sanguine child to all things in which they show interest
- allow the things to speak to them and work upon them (this means that ordinary things in the Childs surroundings can have a therapeutic/balancing influence on temperament
- Sanguine children are called to objects, surroundings, their environment, these all make great impressions
- *Influence and educate the child at the level of temperament and soul life*
- Arrange the environment so that objects and experiences naturally educate the temperament: beautiful meaningful objects to engage with, not overwhelming with stimulation, repeated encounters with familiar objects community and relationships
- The child's relationship with the environment becomes an educational force

How do Soul Guardians Direct and Guide the Temperaments?

Instead of directly manipulating the temperament, the Soul Guardian/Educator works through:

Remember: This is for a Sanguine child



The Goal :
Help the child develop depth without destroying their natural lightness and enthusiasm

How do Soul Guardians Direct and Guide the Temperaments?

Remember: This is for a Sanguine child



The environment can say:
There is something here worth staying with! The Enviornment is an active participant

For continuity and deepening:

- a beautiful object
- recurring household task
- familiar story
- a plant to care for/ watch grow
- a craft that takes days

Create conditions in which the child’s own forces can be educated through their encounter with the world!

How do Soul Guardians Direct and Guide the Temperaments?

Always work with what is there, not with what is not!

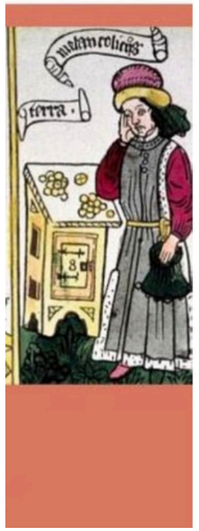
Choleric child:

- Key: respect, esteem, and competence for a natural authority
- Should always have faith in his Soul Guardians/Teachers. Soul Guardians and Teachers must show that they have a grasps of things: show that they understand what's going on around them, no fumbling- if not, no authority!
- Confront the child with challenging situations
- Respect and esteem for a persons worth and skill
- They must encounter resistence and difficultly



How do Soul Guardians Direct and Guide the Temperaments?

Always work with what is there, not with what is not!



Melancholic child:

- Not easy to guide
- Soul Guardians/Teachers must be people who have been tested by life
- whose actions and words arise from the trails they have undergone
- The Child must feel that the Guardian/Teacher has known real pain
- let the child see how your own destiny working in the way you respond to life's little details
- compassion with the destinies of peoples around them furthers the melancholics development
- they have a capacity for suffering, discomfort, firmly rooted in them, can not discipline out of them
- we can redirect
- Expose the child to the fact that legitimate pain and suffering exist outside of them-thus showing them that there are things outside of them that can engage their capacity for experiencing pain: **Essential Thing**
- **Do not try** to amuse or direct this only compounds his despondency and inner suffering
- **Instead:** they should see that objective causes of suffering exist in life
- **We shouldn't carry this too far,** but we do need to direct the child's sense of pain to things outside of him
- Helping the child to move out of excessive inwardness
- They experience life very deeply and personally
- Pain can easily become internalized:

"something is wrong with me", "life is difficult", "nobody understands me", "I can't do this" : ABSORBED IN HIS/HER OWN SUFFERING

How do Soul Guardians Direct and Guide the Temperaments?

Always work with what is there, not with what is not!

- *Objective causes of suffering:*

Real difficulties in the world that separate the child from his/her own emotional state

- *dying plant needs care*
- *younger child struggling and needs help*
- *something needs repair*

→ SOMETHING OUTSIDE OF THEM. THERE IS SOMETHING DIFFICULT IN THE WORLD AND I CAN MEET IT!!

- *difficult piece of work need a person to take care of it, and that could be me*
- *Don't be sad, let's do something fun, makes the child go more inward: still experiencing the pain internally, the amusement doesn't give the pain anywhere to go*

INSTEAD:

  - *Help the child meet something real outside of them*
- *" I understand that you are hurting, but come with me, the garden needs tending"* -Outside of themselves
- The child's sensitivity and capacity for suffering aren't denied, they are given and object!

How do Soul Guardians Direct and Guide the Temperaments?

CHILD CAN GRADUALLY EXPERIENCE:

Melancholic Child



MY SUFFERING → RELATIONSHIP WITH THE WORLD → MEANINGFUL ACTIVITY → PARTICIPATION → TRANSFORMATION

How do Soul Guardians Direct and Guide the Temperaments?

Goal:

Help the natural gifts become healthy!!!! (With all Temperaments)

The Melancholic child:

- Great depth
- sensitivity
- empathy
- seriousness
- capacity for devotion
- awareness of suffering
- contemplative ability

When these forces turn inward, they can become despondency : state of deep sadness, hopelessness, and a complete loss of courage and enthusiasm

Soul Guardians/Educators:

- don’t tell the child that their pain is not real
- help them discover that suffering is part of the larger human and earthly experience, and they can develop a relationship with it
- the melancholic child does not need to be pulled away from their depth
- they need to be guided from inward suffering, into meaningful relationships with the world

How do Soul Guardians Direct and Guide the Temperaments?

The Soul Guardian becomes the bridge to help connect the child's inner experience and the outer world



How do Soul Guardians Direct and Guide the Temperaments?

Phlegmatic Child:

- should not be lonely as they grow up
- playmates particularly important for this child
- playmates should have varied interests
- these children learn by sharing in these interests, the more the better
- playmates enthusiasm will overcome any indifference they may have to the world
- experience the whole range of their playmates interest
- not easily affected by things themselves but…
- they develop interests when they see things reflected in others and…
- these interests are then reflected in their own soul
- take particular care to introduce to the environment objects and events which are fitting to the phlegmatic attitude
- impassivity in the child should be directed towards things which are appropriate object for phlegmatism
- if they are phlegmatics with no particular interest in anything, then….
- we should occupy them with as much uninteresting things as possible, surrounding them with numerous sources of tedium so that they become thoroughly bored
- Calmness, steadiness, patience, and love of comfort and routine
- this will cure them of their phlegma and break their habit of it…
- in other words we should always reckon with **what we are and not what we are not**

Steiner's Closing Remarks:

- Our logical minds can accomplish little when pitted against stronger temperaments
- Working indirectly on the other hand, can achieve a great deal

Examples:

- for **Sanguines,** create the right circumstances and experiences suited for their short attention span
- for **Choleric,** they should intentionally place themselves in situations where rage is of no use but will lead them down a self prolonging cul-de-sac
- for **Melancholic,** do not close your eyes to life's pain, rather seek it out
- feel compassion to redirect their suffering outward : channel into an activity
- IE: help the child find an appropriate way to channel the feeling into an activity, relationship, creativity, service or purposeful action
- Express the feeling through drawing movement, helping someone, talking, another meaningful activity
- Redirect outward= help the child transform the suffering into something constructive
- for **Phlegmatics,** occupy them with as much uninteresting things as possible so that they become bored
- this will help them break out of their phlegma.

Work with what we are, not what we are not!!!!!

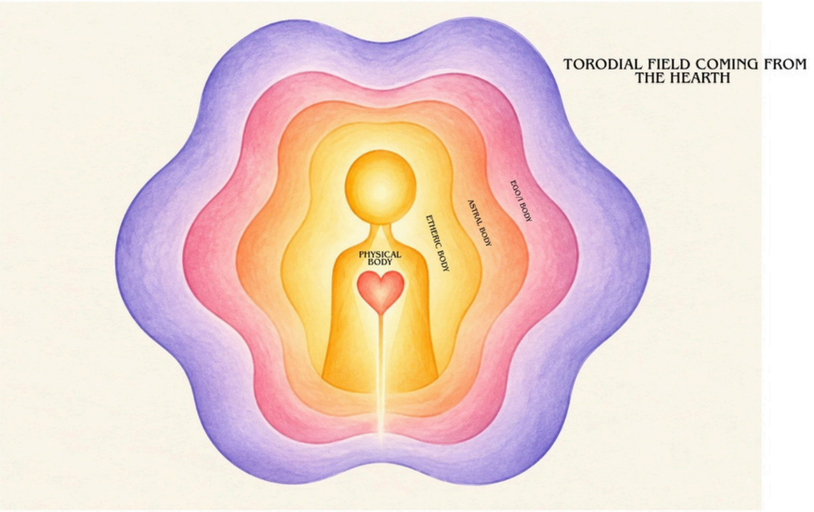
Steiner's Closing Remarks:

Each person carries with them the riddle of life

- bringing understanding to each human encounter, which is done by knowing what lies in the depths of the soul

We possess:

1. Mineralized physical bodies
2. Etheric body (life body) which we share with the plant kingdom; rhythms, circulation and habitual ways of doing things
3. Astral body/soul body, which we have in common with animals, seat of passions, emotions, and soul
4. I or ego: continues to exist after death and seeks reincarnation in a new body



Journal Prompts

Which emotions do I tend to push away or suppress? Why?

How do my childhood experiences shape the way I understand and express emotions?

What would it look like to create a safe space for all my feelings, without judgement?

How do you think having emotional literacy can help you with children in your life?(clients, patients, family members, son/daughter)

Which temperament do you think is predominant in you? In your children? List the characteristics for the temperament you think is predominant.