

What's Your Color?

Record 4 points for the word cluster most like you, then 3 points, then 2 points and 1 point for the least like you. When you have completed one line of word clusters, move to the next line. Once you have completed the point assignments, add your points by column to get your totals. (This rating sheet should be used by you and your partner, as well as completing one for each of your children.)

ACTIVITY VARIETY SPORTS —	ORGANIZED PLAN NEAT —	NICE HELPFUL FRIENDS —	LEARNING SCIENCE PRIVACY —
FUN ACTION CONTESTS —	CLEAN ON-TIME HONEST —	CARING PEOPLE FEELINGS —	CURIOUS IDEAS QUESTIONS —
PLAYFUL QUICK ADVENTUROUS —	HELPFUL TRUSTWORTHY DEPENDABLE —	KIND GIVING UNDERSTANDING —	INDEPENDENT EXPLORING DOING WELL —
BUSY FREE WINNING —	FOLLOWS RULES USEFUL SAVE MONEY —	SHARING GETTING ALONG ANIMALS —	THINKING CHALLENGE SOLVING PROBLEMS —
EXCITING LIVELY HANDS-ON —	PRIDE TRADITION DO THINGS RIGHT —	NATURE EASY GOING HAPPY ENDINGS —	BOOKS MAKING SENSE LOGIC PROBLEMS —
<i>Total</i> ___	<i>Total</i> ___	<i>Total</i> ___	<i>Total</i> ___

Orange	Gold	Blue	Green
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Temperament Traits: Orange, Gold, Blue, Green

What Color is Your Child

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ORANGE CHILDREN

ORANGE children are likely to be active. They generally enjoy food and are called "good eaters." They also tend to get into messes rather quickly, much to their parents' distress. Leave them in the yard even for a moment and they somehow manage to get dirty. This often leads to a scolding; however they often learn early to be indifferent to such scolding for these generally come too frequently.

ORANGE children are apt to be active babies. Attempting to change them in any fundamental way leads only to maladjustment. Their desire to perform has the highest priority. They will prefer to roam rather than be in a confined area. They are likely to enjoy animals, but may tend to be too rough with them. They are also rather hard on both toys and clothes, and should be given sturdy, well-made objects. Simple games and objects are likely to hold their attention more than complicated ones.

ORANGE children are less likely than others to understand demands for clean rooms or neat and orderly closets. Their rooms are likely to be a jumble of toys, clothes, and valued objects, all in apparent disarray. But to these children, it is just as they want it. They are too busy doing something to want to take time to hang and fold clothes, and would say "What difference does it make?" They see this as a waste of time when a person could be off doing something that is fun!

ORANGE children can be excellent team players. They thrive on competition. Equality and liberty are very important to have. They like to talk with others, but have a need to control their own activities. Unless they have full control over whatever project they undertake, they are likely to lose interest as others "interfere". To engage them you must entertain them. They do not learn well when asked to sit still and listen. They must be active in using or making something. Whenever possible it is good to get them excited and let them take risks.

ORANGE children need performance recognized. They are likely to feel good about themselves and about their parents if they are provided a great deal of room to move and be active. At home, lectures and reading activities should be short. Activities that must be done quietly and alone work best if shared with changes for action in an area of personal interest. Drama and performing are exciting and help meet the need for action.

While ORANGE children need to practice concentration, dealing with complex things, or delay; they will develop these abilities best when their natural preferences for action, avoidance of complexity, and tolerance for delay are recognized first.

ORANGE children believe that today is to be lived for the excitement it brings; tomorrow can be left to take care of itself. Therefore, they find little sense in statements that urge them to have distant goals; to study hard in order to prepare for work or further education, to save pennies to guarantee the future, to make plans in order to get ahead, or to develop social ties to have a place in society.

GOLD CHILDREN

GOLD children respond happily to a well-established, clearly defined routine. They need to know, more than others, that what is so today will be so tomorrow. Constant changes, confusion and crises cause them pain. Frequent residential changes can be unsettling to GOLD children. They feel most secure when raised with friends who grew up with them in the same neighborhood, school system and community. Gold children are more vulnerable to family instability than others. To be caught between one parent who is strict and one who is lenient can be devastating. They seek the security of parental firmness and agreement.

GOLD children thrive on relating to their extended family—aunts, uncles, grandparents, cousins etc. They like to visit with relatives and get tremendous enjoyment from the traditional holidays, such as Thanksgiving. They enjoy stories of family history and remember these histories when they grow up. These children do well in a large family, and having brothers and sister usually is a source of gratification to them.

GOLD children are apt to enjoy having routines and usually respond to the assignment of specific responsibilities such as emptying the wastebaskets, taking out the trash, sweeping away the grass, tending a small garden, or cleaning their room. They need tasks within their ability to perform and perform well, but tend to enjoy routine maintenance chores at home and school. They are likely to value orderly closets and their bureau drawers are apt to contain neatly folded clothes. Toys are arranged in order on the shelves.

The source of pleasure for GOLD children is the approval given by adults as they perform the tasks assigned. This constant feedback is vital to them. The task as an end in itself soon loses appeal if adult approval is not forthcoming. Being right or wrong is important to them. They want to do things in the right way, that is, the way, which will please the adult in charge. They respond to scolding and negative criticism, under which they tend to try all the more. They pay attention to details and hold high standards of achievement for themselves and for others.

When teaching GOLD children at home, they will respond better when shown the new skill in a step-by-step order, being asked to demonstrate each new learning in small pieces. They need to know what is expected and need to be certain as to how to accomplish the task. They thrive on routine and sameness. Crafts appeal to them. Work needs to be carefully planned, clearly scheduled and carefully done. A gift of handwork from GOLD children is to be appreciated, treasured and prominently displayed.

GOLD children generally have a relatively comfortable time growing up. They get along well if at least one parent is GOLD, GREEN or BLUE, but might have some difficulty adjusting if they happen to have two parents who are ORANGE and tend to be rather unpredictable.

BLUE CHILDREN

BLUE children, even at an early age, are apt to display a gift for language. They are likely to talk early and seem to never stop talking. They may daydream a lot, and make up stories of great imagery. They may be accused of lying when they are really exercising their imagination.

BLUE children seek a sense of self, and see the world from a personal focus with themselves at the center. They often become deeply identified with characters in stories. They may be over-stimulated by stories of dragons etc. They usually enjoy being read stories which are beyond their own reading abilities, but which spark their imaginative powers. They may want stories read over and over.

BLUE children enjoy "people" toys-dolls or animals to which they can attach a personality. These toys become a real part of their life with stories and fantasies woven about them. A lost toy friend is a real tragedy, and ridiculing an imaginary friend by others may crush these children.

BLUE children have charm, which draws people to them. They generally have a natural talent for relating socially with both peers and adults. They are apt to be almost hypersensitive to another's feelings. Even if they are the winners, they feel bad about the loser. Rather than competition with others, these children tend to prefer cooperative games and competition against themselves.

Sometimes BLUE children are shy and hypersensitive to even the slightest gesture or word of rejection. They tend to put others on a pedestal but will be equally dismayed if those same individuals reject or ridicule them. They thrive on an abundance of personalized attention and do not respond to physical punishment. They are hypersensitive emotionally to conflict. Interactions with peers have great impact and they can be deeply hurt by apparent cruelties received from others. They may lack defenses against behaviors which others would handle easily and have difficulty handling anger in themselves or others.

Promises to BLUE children are important. If these commitments are not honored, the neglect is felt very deeply and taken very personally. If this happens too often, they may develop physical symptoms, such as eating problems.

BLUE children need and seek recognition, each and every day, that they are valued by those around them. Conflict at home is a source of discomfort. If they are reared in a home where the parents quarrel very much, they are apt to become withdrawn and insecure. They need the assurance that those around them are in harmony in order to develop their own identity. The addition of a new family member needs to be very carefully handled with BLUE children, who are always seeking a sense of self and value as they look for their meaning in the world. They flourish in an atmosphere of love and harmony. Personal touch or physical closeness usually transmits love and warmth.

GREEN CHILDREN

GREEN children as infants may be rather solemn and are likely a puzzle to those around them who are not GREEN. They may talk early and learn to read long before they go to school. Parents should provide them with a variety of toys, but only a few at any one time which are appropriate for the child's age and social maturity. They are likely to be deeply involved with a new toy for hours, contemplating how it is made, and then abandon it and seldom again show interest. They usually enjoy books and being read stories longer than many other children do.

GREEN children are usually not interested in family rituals or traditions since they need reasons for doing things. They may need help in seeing that these are important events for other members of the family. They may be organized one time and messy the next in the way they keep their rooms and clothes. But they know where each and every treasure is placed. They tend to have extensive collections.

GREEN children often experience rejection from their peers at an early age. They frequently report their childhood experiences saying, "I thought I was the only person in the whole world who was like me." They like to be given content or directions only once and become impatient with repetition.

GREEN children are apt to keep at a parent with Why questions. They pursue their curiosity with experimenting to see what would happen if... "What would happen if I put my bread in the water pitcher? What would happen if I put my finger in the light socket?" These children need an abundance of opportunities to experiment, find out and get answers. None of these exploring behaviors are designed to annoy adults; their purpose is to satisfy the child's need to find out. Shutting off this experimental behavior is likely to result in disobedience and disruptive behaviors.

GREEN children generally are not the least bit interested in coming into conflict with those about them. If this happens as a result of their investigations, they are apt to accept the consequences impersonally. However, these children quickly lose respect for those who are not logical in their reprimands or who issue edicts, which are not plainly justified by the circumstances.

Dignity is usually important to GREEN children. They are devastated by ridicule and sarcasm concerning their ability, for they want others to see them as competent. They are self-doubting and badly need an abundance of success. Due to their early interest in technology, they may be asked that which is beyond them. When they experience failure they are likely to retreat into themselves. They seldom respond well to negative criticism. However, they can be impatient and rude in rejecting the ideas and opinions of other, especially those who they view as being beneath them intellectually. Parents should help them understand the impact of this attitude.