

Explain how a learners' behaviour could impact on own and others learning and development.

Children behave for a reason. Both positive and negative behaviour, together with Internal and external factors can all contribute to the impact of learners and that of others. Behaviour levels can range from low level disruption to high levels of disruption, resulting in physical or mental harm. Positive behaviours can also have both a negative and positive impact depending on the response of the individuals directly affected by it.

I have decided to relate this section to Daniel Goleman's theory of Emotional Intelligence and how a learners' behaviour has impact on themselves and others.

The 5 aspects of emotional intelligence and behaviour can have impact positively or negatively on enjoyment, outcomes, support, team work and risk taking in all Forest School sessions.

Aspect of Emotional Intelligence	Positive behaviour	Negative Behaviour
Self-Awareness	Able to understand their own character, feelings, motives and desires. They can communicate this with others.	Frustration demonstrated through the inability to communicate how they understand themselves. Dominance of time given by practitioners or peers.
Self-Regulation	Able to focus attention, control emotions and manage their thinking, behaviour and feelings.	Limited outcomes from individuals or group due to lack of control of emotions or behaviours.
Self-Motivation	Driven internally by passion for the activity or understanding the purpose. Capable of solving problems and over-come obstacles	Easily exhausted (could be due to being sleep deprived). Lack of 'Sense of Community' can hinder wanting to achieve for themselves or a group. Wanting praise for high level of success rather than celebrating effort.

Empathy (recognising emotions in others)	Cognitive empathy - can negotiate, motivate other people and understand viewpoints of others. Emotional empathy - can have close interpersonal relationships. Compassionate empathy - can consider the whole person	Can be disconnected from or ignore deep emotions. Can be inappropriate in certain circumstances or be overwhelming Can dominate a practitioners or peers time by being disruptive.
Social skills (handling relationships)	Good manners, active listener, eye contact, thinking before speaking, team work, listening with understanding and empathy, speaking clearly and not shouting.	Can't accept differences, don't ask for help, disagree, don't listen, don't take turns, shout as only way to be heard, impatient, can't resolve conflict, ignore and don't share.