

**WUNDED
VERTIGO**

pre-test



today's journey

arrival and grounding

SJT pre-test 🤝

why EI? 🕶️

SJT development 🤝

individual EI check 🛠️

design playful EI 👤🛠️

walkthrough 🤝

post SJT 🤝

closing and next steps 🕶️

- 🕶️ presentation
- 🤝 give input and ideas
- 🛠️ create
- 📢 sharing
- 👤 breakout groups



the power of *noticing*

PRME

an initiative of the
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why is noticing important?

how can we deepen our inner
noticing capacities?

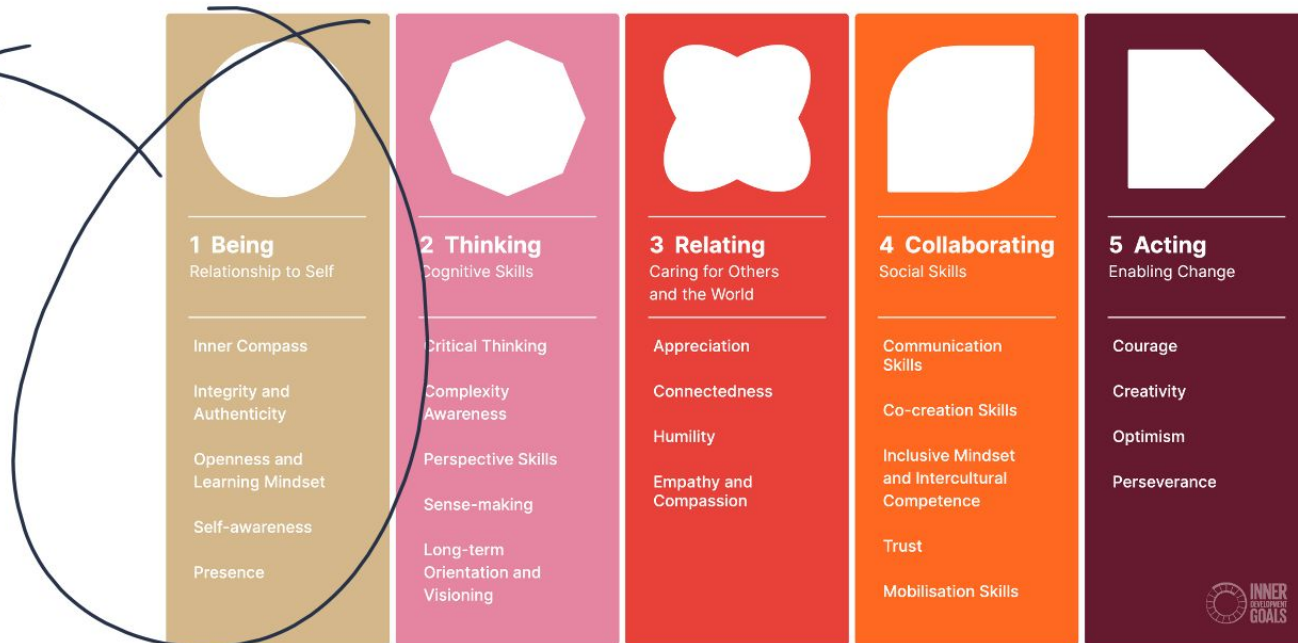
What does noticing/self-awareness have to do with
PRME Pedagogy? (self aware to system-aware)

What **inner transformations** are necessary to transform
how students, and our future leaders, learn to see, think,
and act under uncertainty?

Inner Development Goals (IDG)

IDGs start with *how we show up, how we sense, relate, reflect, and act*

How can we use breath awareness as an "entry" or "anchor" for noticing, presence, self-awareness.



creating the space to:

- ~ notice
- ~ be present
- ~ feel grounded/regulated
- ~ be open to possibilities
- ~ cultivate inner awareness

'Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional and non-reactive when we face complexity.' - IDG

.. imagine new ways of being and doing / regenerative alternatives

a felt experience of presence

..let's breathe together

reflect...

{How} can I use my breath to increase my capacity for presence, perspective-taking, emotional balance, clarity, and relational sensitivity?

What are other ways/tools I can use to create this internal 'space' within my mind and body?

a few ideas to consider...

- **anchor in being / presence practices**
use breath awareness exercises (mindful breathing, body scan, simple noticing of inhalation/exhalation) as a daily practice. this strengthens *presence*, *self-awareness*, and *emotional regulation*.
- **use “breath-check” micro-pauses**
in moments of stress or transition (meetings, tasks), pause for one full breath or a brief 3–5 second anchoring. Use noticing (What is shifting? What sensations arise?) as a mini practice of awareness.
- **integrate breath-based noticing in reflection tools**
in journaling, self-reflection, or dialogue, begin by noticing the breath. ask: “what is present in my body? where is my attention? what wants to be heard?” that primes deeper insight.



why EI

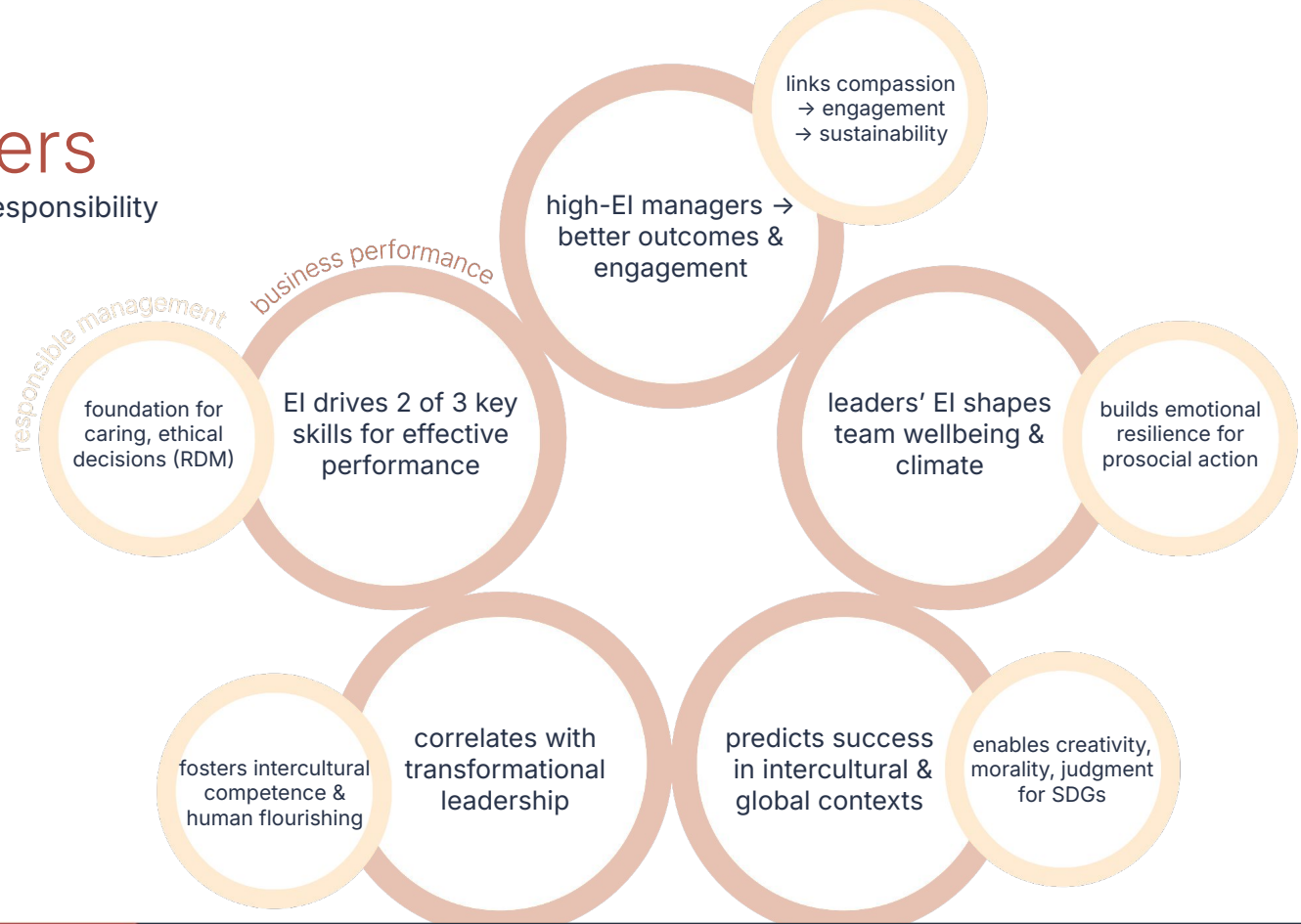
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why EI matters

EI shapes both results and responsibility



the critical question

the challenge is not to manage emotions within broken systems,
but to feel deeply enough to imagine new ones

regeneration

not just optimization

collective
flourishing

not just individual success

transformation

not just adaption

PRME calls for
transforming business
systems

SDGs need leaders
who navigate
uncertainty

the
polycrisis demands
collective capacity for
change

a practical starting point - CASEL

CASEL gave us tools—and a shared vocabulary for emotion



self-awareness

what's the weather inside you right now? recognizing your emotions, thoughts, and patterns — noticing when it's sunny, cloudy, or stormy.



self-management

how do you respond when the weather changes? practicing calm in chaos, setting goals, and adjusting your sails when emotions run high.



social awareness

can you sense others' weather too? understanding others' moods and perspectives — noticing the emotional climate in the room.



relationship skills

what kind of climate do we create together? collaborating, listening, and communicating — shaping a group atmosphere that feels safe and supportive.



responsible decision-making

how do our choices affect the climate ahead? making thoughtful, ethical decisions that lead to clearer skies for yourself and others.

evidence-based (albeit WEIRD) ● practical ● actionable ● common language across institutions
ready-to-implement tools and assessments ● legitimised emotion in management discourse

the legacy value of CASEL

it put "soft skills" on the map as
essential leadership capacities,
a crucial advance

1. whose norms are "intelligent"?

universality claims hide cultural dominance

developed in WEIRD
contexts
(western, educated,
industrialised,
rich, democratic)

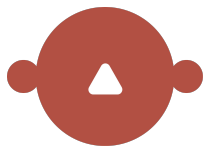
privilege western
individualist values
as universal
standards

reflect specific
cultural assumptions
about "appropriate"
emotional
expression

the risk
imposing one cultural model of emotional
competence while claiming universality

2. purpose

we risk teaching survival in broken systems



burnout

self-management
[not: fix conditions]



discrimination

be resilient
[not: change power dynamics]



toxic culture

regulate
[not: transform organisational
norms]

**individual optimisation vs.
systemic transformation**

the risk
training students to adapt to
problematic systems rather than
transform them

3. what's missing

El must scale from self → system → planet

systemic

emotions shaped by
organisational conditions,
power, material realities

collective

solidarity practices, collective
organising, not just individual
competencies

planetary

stakeholder and ecological
consciousness, not just human
relationships

cultural pluralism

multiple valid ways of being
emotionally intelligent

the risk
preparing students to succeed within unsustainable
systems rather than building regenerative alternatives

what do we mean by an alternative?

moving from individual competencies → capacities-in-relation for transformation

control
yourself

compliance

empathy

manage
people

look
inward

→ **self-awareness:** understand you are embedded in power systems, privilege, organizational structures

→ **self-management:** respond ethically with others, organise for change, channel emotions productively

→ **social awareness:** solidarity with all affected by business, including ecosystems and future generations

→ **relationship skills:** redistribute power, build movements, practice mutual care

→ **responsible decision-making:** envision and enact regenerative alternatives

both/and

use CASEL as foundation + add consciousness

honor cultural diversity

- whose emotions am i centering?
- how do i honor diverse emotional intelligences?

challenge individualization

- am i helping students adapt or transform systems?
- do students learn to fit in or to change systems?

legitimize productive emotions

- does this make space for righteous anger and grief?
- or does it label such emotions as unprofessional?

build collective capacity

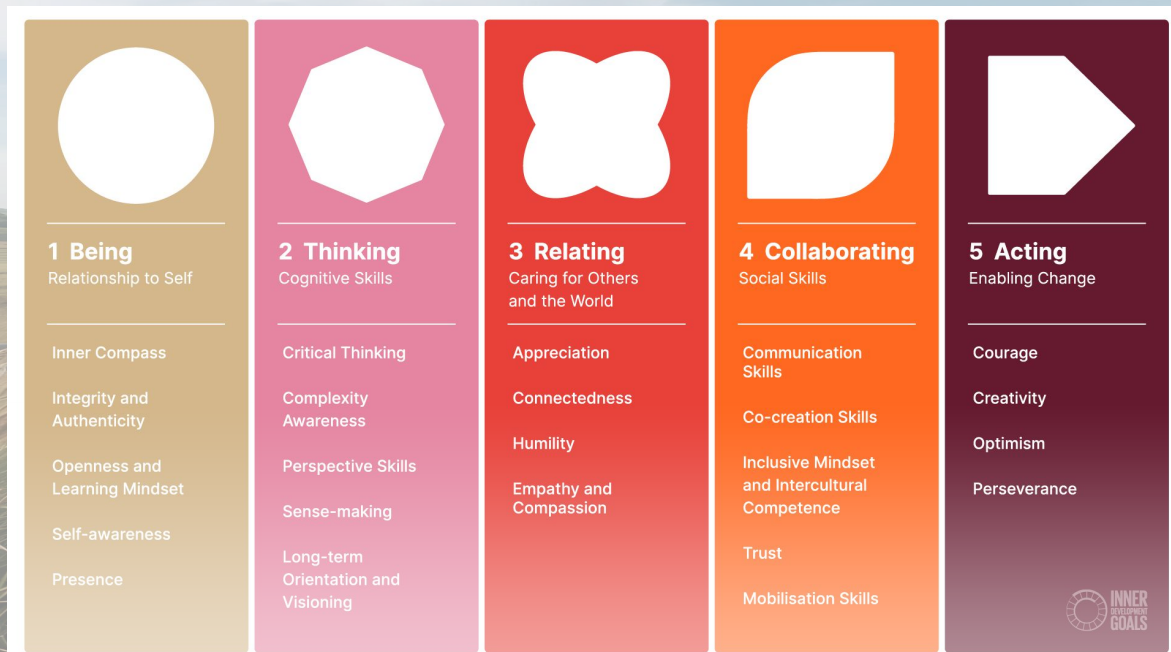
- am i building skills or solidarity?
- does this serve success or collective flourishing?

address power

- does this reveal how power shapes experience?
- am i sharing power or upholding hierarchy?

keep the tools—expand the awareness

from inner growth to systemic change



if the SDGs are about healing the planet's and society's ecosystems, the IDGs are about healing our inner climates so that sustainable action becomes possible.

check out the full literature review here



SJT development





individual EI check

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design playful EI

instructions

in breakout groups:

1. choose one CASEL competency
2. use the EI-PRME bot to generate 2–3 activity ideas
3. discuss and refine:
 - a. what's playful about it?
 - b. how does it connect to your teaching context?
 - c. what might need adapting?
4. add your best idea to the Notion form

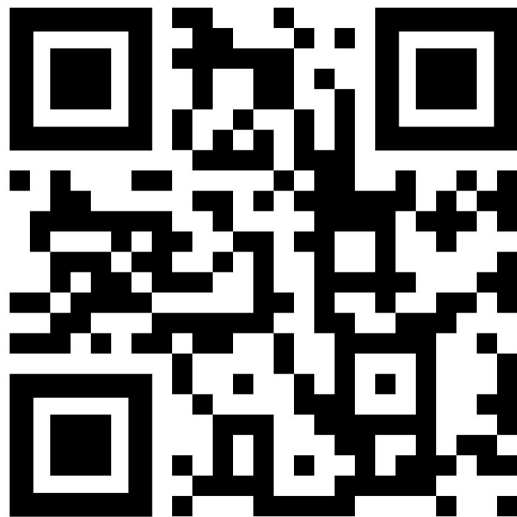


EI-bot



Notion form

gallery walkthrough



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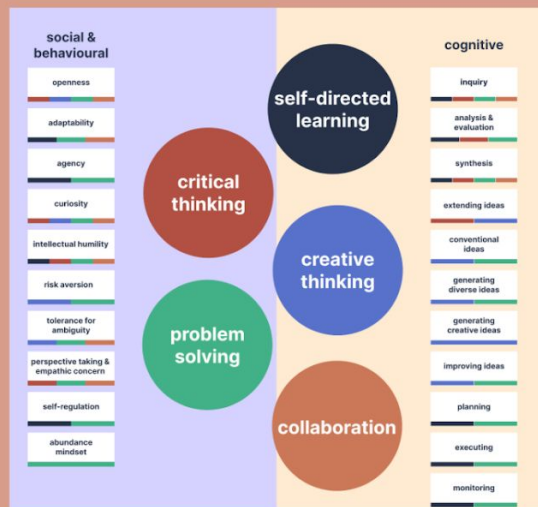
post-test



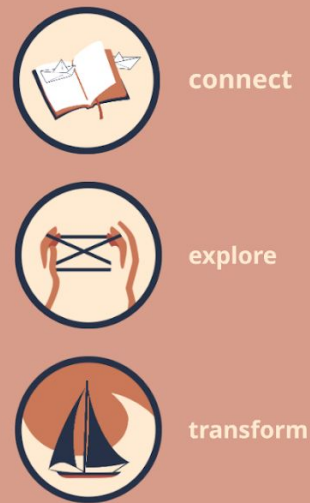
recap



WHAT we want
learners to
experience



WHY we are
doing it



HOW we
design for it

what's next?

