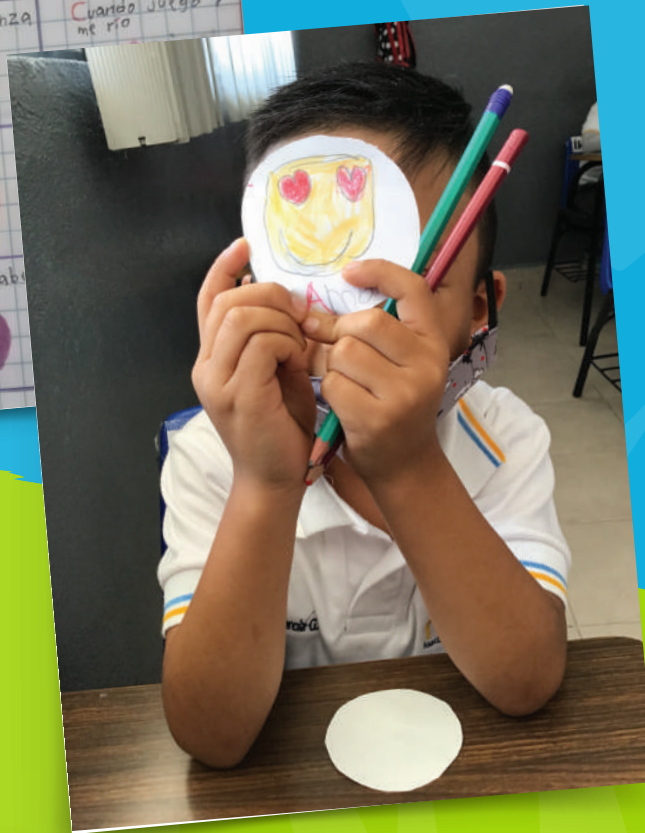


Emociones básicas  
Tania Guadalupe  
7-10-2021

Emoción	Parte del cuerpo	Situación
Amor	Corazón	Estar con mi familia
Miedo	Cabeza	Oscuridad
Alegria	Corazón y panza	Cuando juego y me río
Tristeza	Corazón	
Enejo	Corazón y cabeza	



# ANNUAL REPORT 2021

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# MESSAGE FROM OUR PRESIDENT

*"The great changes begin in each person; the basis for peace in the world is inner calm and peace in the heart of each individual"*  
~Dalai Lama

2021 brought many moments of intense reflection for me. I looked around me in disbelief and longed for the moment to return to "normal". My heart shook with the news about the alarming increase in the rates of violence in all parts of the world, with children being the main affected. And I thought "if only I had the opportunity to tell the world that PPAM's I decide method could help us understand and manage unpleasant and uncomfortable emotions much better, causing a state of well-being and joy that prevents violence..."

Despite the context, at PPAM we continue to work hard to meet the needs of children, youth population we serve and their families. And with great satisfaction I share with you that, despite the bewilderment and uncertainty, we succeeded.

In terms of care for children, we worked with more than 500 children and teenagers through remote sessions and video capsules. We became editors, producers, and scriptwriters to accompany them to learn about their emotions, to prevent situations of violence, to communicate assertively; to improve their interpersonal relationships and to build a culture of peace among them and in their surroundings.

To contribute to the training of adults, we managed to open PPAM's Evaluation Center, which is part of the CONOCER-Network, to certify job skills, particularly those related to Emotional Education.



With this action, curricular support is provided, with official certification, to the people who carry out the function that is stated in standard 1337, created by the association: "Delivery of experiential sessions through socio-emotional practices."

For us it has been a fruitful year and I want to thank you for the generosity, trust and commitment of the schools and families with whom we work, to our donors and followers on social networks, our volunteers, and PPAM's team, who worked to create a legacy in which emotional well-being, and a culture of peace are the most precious.

Finally, I want to thank PPAM's team, who have always put their knowledge, enthusiasm, creativity, time, and dedication to serve our mission, for making possible the dream that I started almost 25 years ago.

THANK YOU SO MUCH  
FOR BEING PART OF OUR 2021!

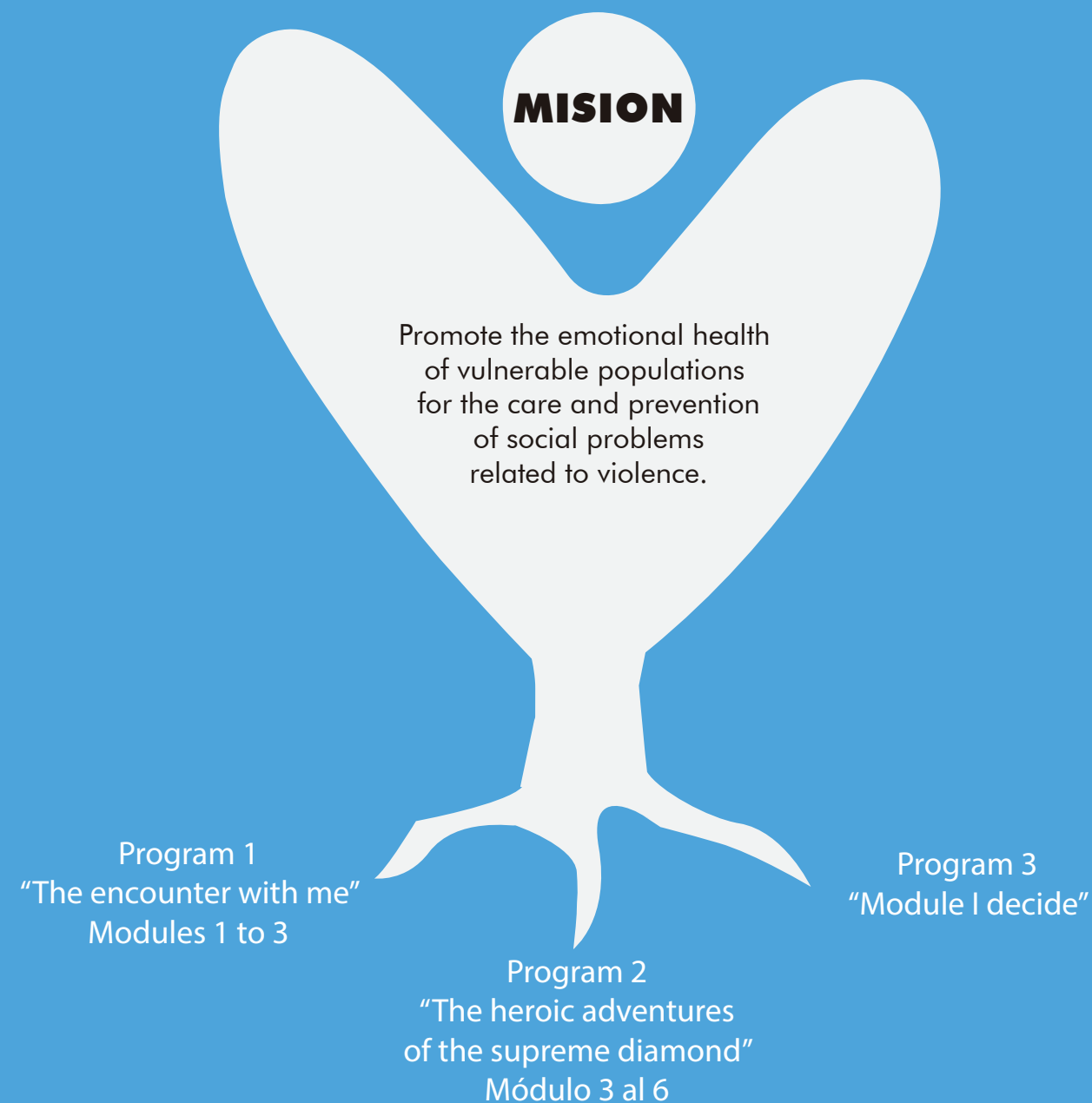
**Prof. María del Socorro Lozano Moreno,**  
**President of the Board of Directors**

# WHAT DO WE DO?

We promote emotional education through the application of the “I decide method” in order for the person to develop skills, attitudes and knowledge to identify, accept, express and regulate their emotions.

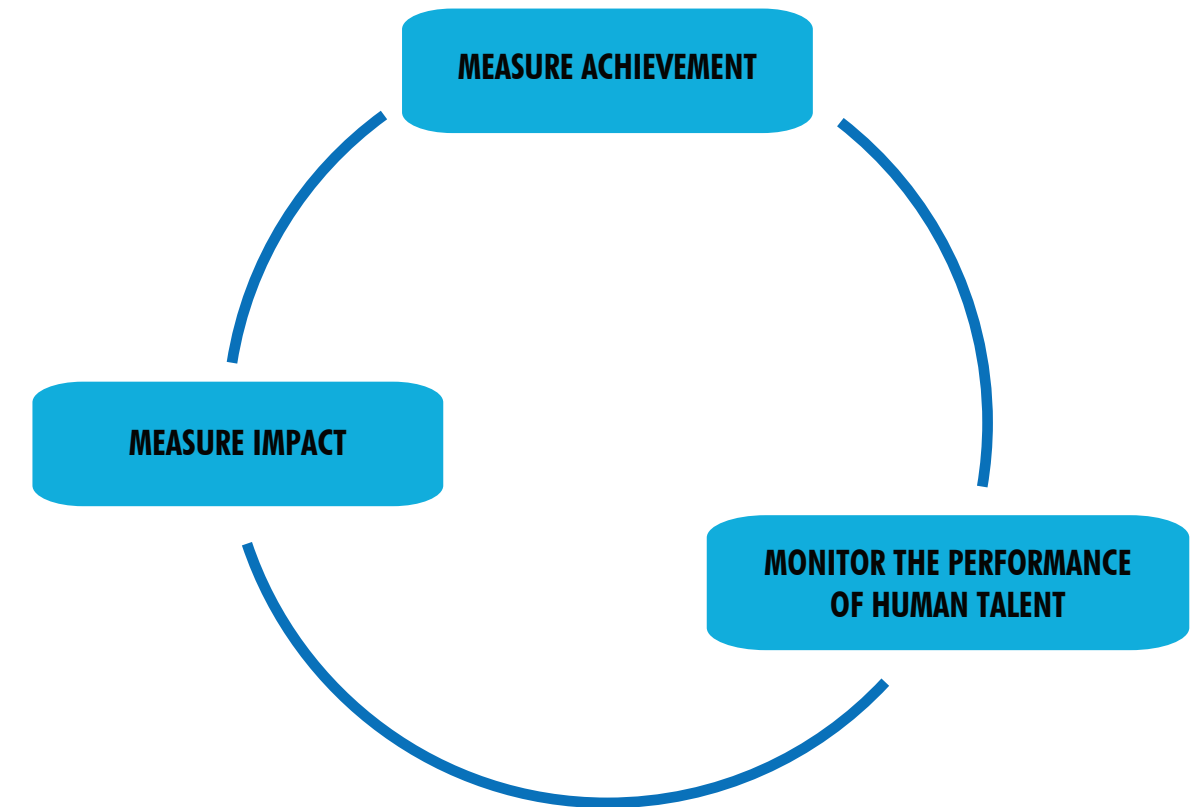
## PURPOSE

Promote emotionally healthy environments and contribute to the creation of a culture of peace.



# HOW DO WE EVALUATE?

We have a comprehensive evaluation model



## Procedure

### AT THE TECHNICAL LEVEL

- ♥ Qualitative strategies
- ♥ Quantitative strategies

### AT THE TIME LEVEL

- ♥ Initial
- ♥ Intermediate
- ♥ Final

### AT THE UTILITY LEVEL

- ♥ Process evaluation
- ♥ Results evaluation
- ♥ Impact evaluation

## Indicators:

Process of emotional awareness  
Positive management of emotions  
Manifestation of favorable and unfavorable attitudes  
Modification of violent behaviors



# HOW DO WE DO IT?

We establish a long-term link with educational spaces and institutions that serve the population between 3 and 16 years old, offering annual programs that provide spaces for emotional development to their populations. The above is developed during a playful-experiential session, an hour and a half a week, for 25 weeks of the school year.

## Girls and boys:

### **MODULE 1** **I DISCOVER MY INNER GLOW**

Recognize the value of their person.

### **MODULE 2** **I DISCOVER MY INNER POWER**

Describe actions that strengthen their positive qualities.

### **MODULE 3** **I BUILD A BETTER WORLD**

Describe how their positive actions and attitudes influence the building of a favorable environment.

### **MODULE 4** **I AM**

Strengthen the value of their person.

### **MODULE 5** **I AM FREE**

Distinguish healthy dependencies from harmful ones to strengthen their personal qualities.

### **MODULE 6** **I, US**

Value well-being actions that allow them to live in harmony with others and with their environment.

### **INDEPENDENT MODULE** **I DECIDE**

They know their emotions, strengthen their self-concept and identify the importance of having support networks to successfully face their difficulties.

Each module seeks to promote gradual learning, through exploring emotions and developing 5 competencies:

- ♥ Identification of emotions and feelings
- ♥ Acceptance of the emotional state
- ♥ Regulation of emotions
- ♥ Emotional expression through appropriate means
- ♥ Decision-making for well-being from the responsibility and conscience.

In the face of the health emergency due to COVID-19, our direct care program was adequate to operate remotely, through video capsules and online support groups, among other strategies. This has allowed us to reach out to parents and other family members, multiplying our impact in a context of high emotional distress.

# HOW DO WE DO IT?



We teach and train people interested in applying our methodology of Emotional Education in educational, health, work and welfare spaces, in order to contribute to the emotional well-being of people and participate in the construction of peace culture, through a theoretical-experiential process of 80 hours.

## Competences to acquire:

### SELF-KNOWLEDGE

Acquire various techniques to develop socio-emotional skills for personal well-being.

### APPROPRIATE MANAGEMENT OF THE EMOTIONAL-AFFECTIVE AREA

Encourage increased productivity, by reducing stress and contributing to emotional well-being in the personal, work or social intervention space.

### DRIVING AND EMOTIONAL CONTAINMENT

Facing with greater emotional resources the challenge that everyday life entails.

### EVALUATION OF INDIVIDUAL AND GROUP EMOTIONAL PROCESSES

Replicate the training model and train new trainers.

## Problems to attend to:

- ♥ Inappropriate expression of emotions
- ♥ Emotional exhaustion, hopelessness
- ♥ Feelings of abandonment, failure and lack of meaning in life
- ♥ Emotionally unhealthy spaces
- ♥ Violent behaviors in its different manifestations

We also offer lectures, courses and experiential workshops to strengthen social-emotional skills that allow to achieve relief and personal well-being, in addition to acquiring support tools and emotional support.

Aimed at the general public interested in improving their emotional health and the quality of their intra and interpersonal relationships.



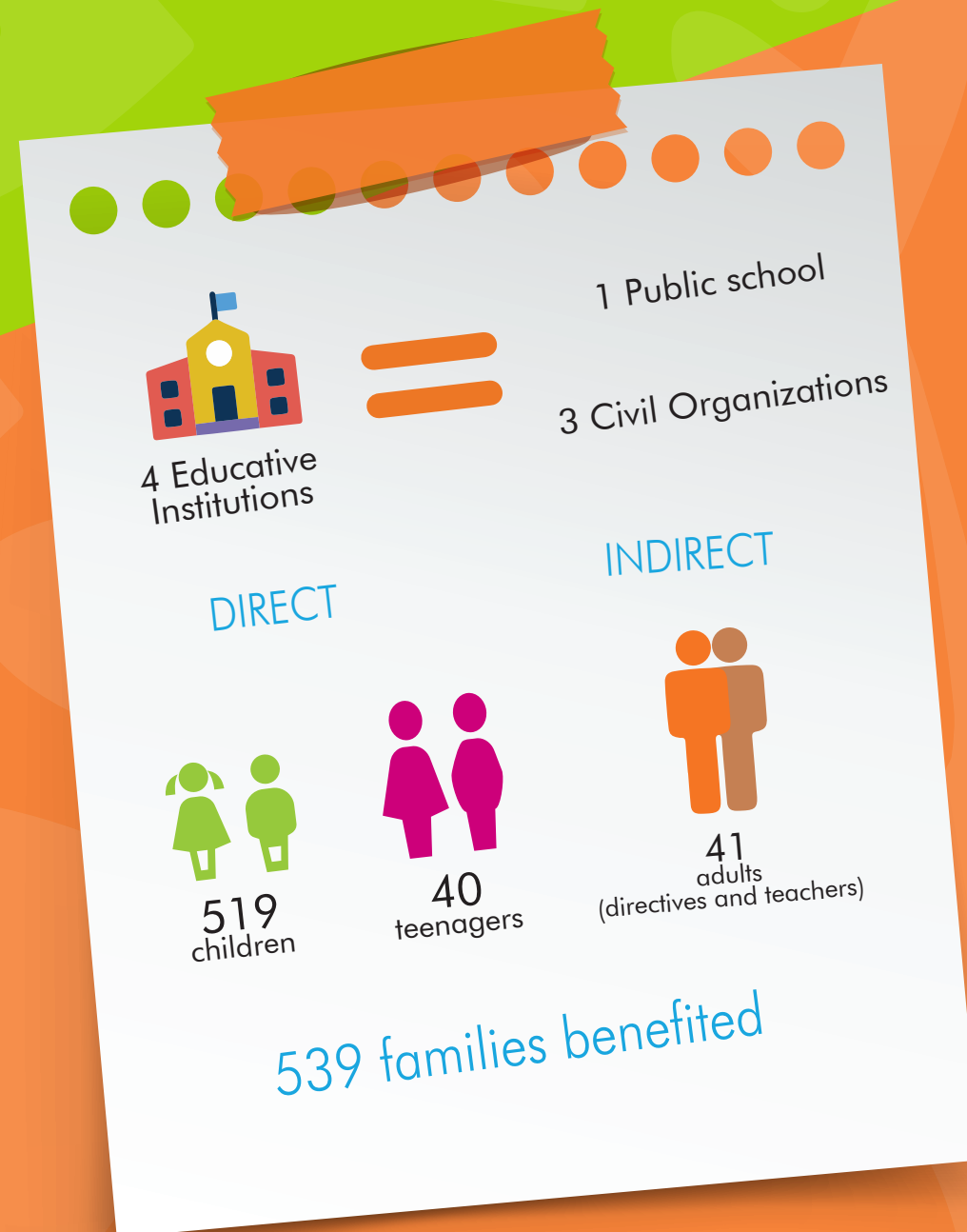


## HOW DO WE DO IT?

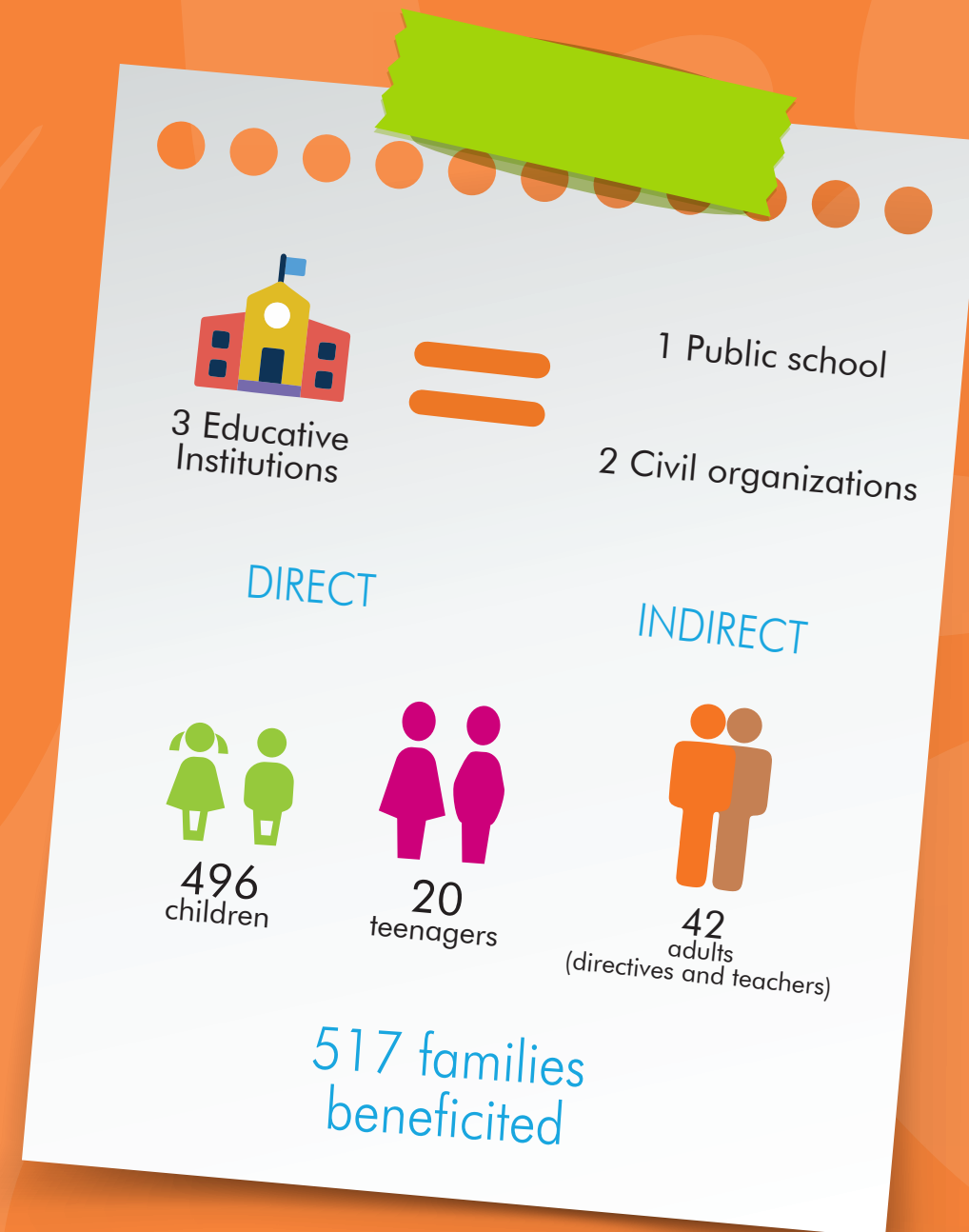
### DISTANCE EMOTIONAL WELL-BEING PROGRAM

150 total video-capsules  
228 video-conferences  
January - December 2021

## SCHOOL YEAR 2020 - 2021 SECOND SEMESTER



## SCHOOL YEAR 2021 - 2022 FIRST SEMESTER

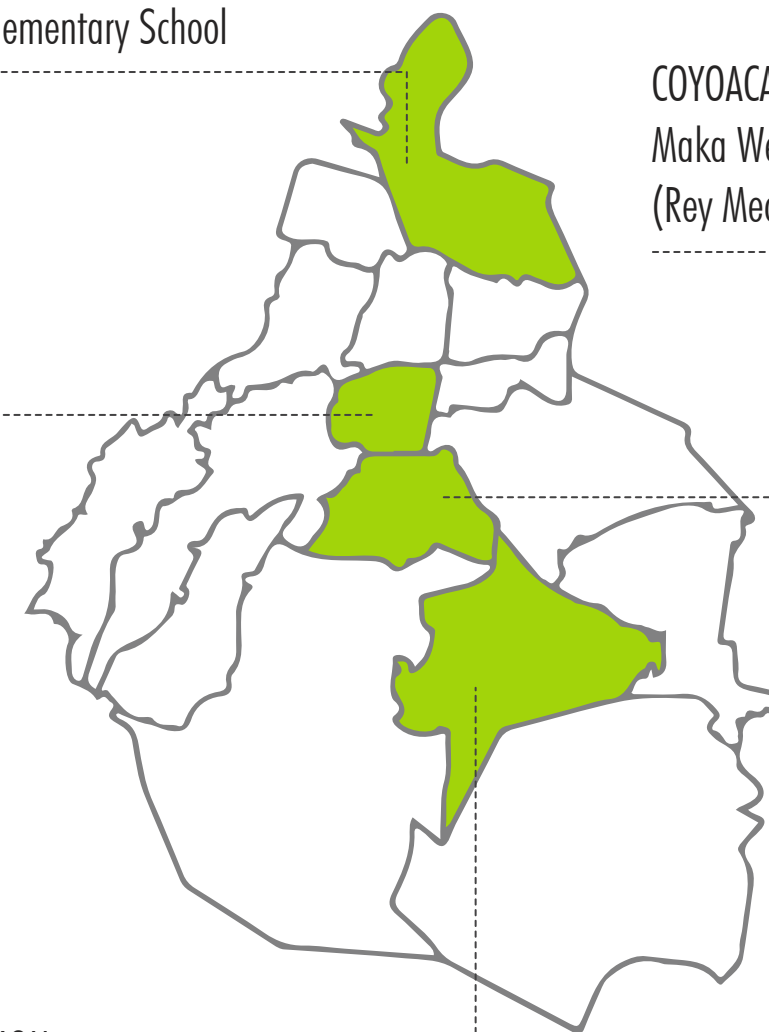




# WHERE?

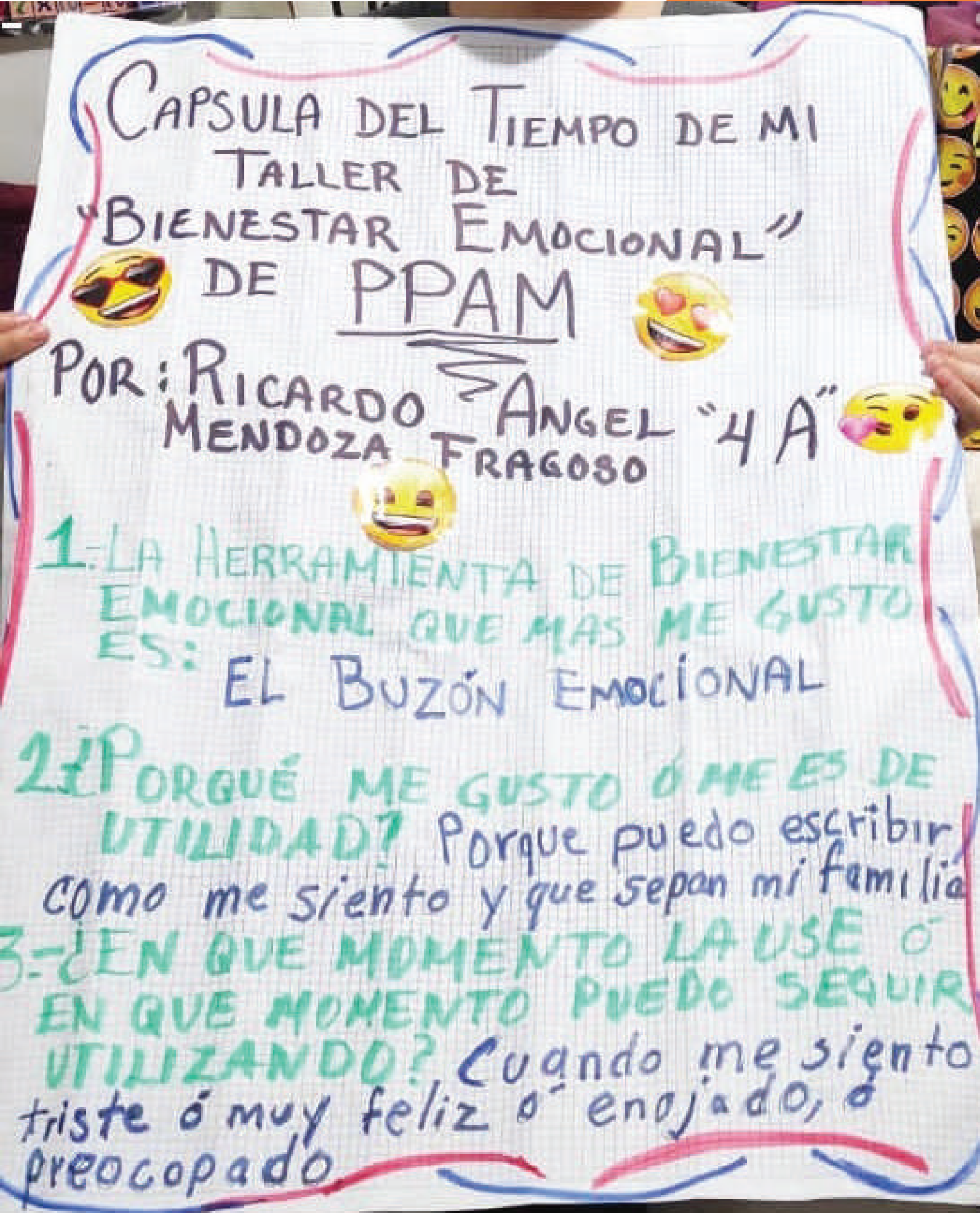
GUSTAVO A. MADERO DELEGATION  
Juan Jacobo Rousseau Elementary School

COYOACAN DELEGATION  
Maka Weiner Asociation, I.A.P.  
(Rey Meconetzin School)



BENITO JUAREZ DELEGATION  
Clara Moreno y Miramón Foundation, I.A.P.

XOCHIMILCO DELEGATION  
Doctor José María Álvarez Foundation, I.A.P.  
(Espíritu de México Elementary School)



# INDICATORS

## SCHOOL YEAR 2020 - 2021 SECOND SEMESTER

### EMOTIONAL PROCESS

#### Emotional awareness

It is the ability of students to identify, accept and express their emotions.

Increased

25%

Public Schools

24%

Civil Organizations

#### Positive management of emotions

It is the ability of students to manage their emotions in unpleasant and uncomfortable situations.

Increased

20%

Public Schools

18%

Civil Organizations

### WORK AT HOME

#### Interaction

The students and their families increased their interaction through the exercises that the facilitators proposed.

Increased

18%

Public Schools

12%

Civil Organizations

#### Communication

Students and their families improved in their communication. In their testimonies they mention that they are strengthening their family bond through affective listening exercises.

Increased

12%

Public Schools

10%

Civil Organizations

#### Expression

The students and their families increased their ability to identify and express their emotions, through the activities that the facilitators proposed to carry out together.

Increased

11%

Public Schools

17%

Civil Organizations

## SCHOOL YEAR 2021 - 2022 FIRST SEMESTER

### EMOTIONAL PROCESS

#### Emotional awareness

It is the ability of students to identify, accept and express their emotions.

Increased

17%

Public Schools

11%

Civil Organizations

#### Positive management of emotions

It is the ability of students to manage their emotions in unpleasant and uncomfortable situations.

Increased

10%

Public Schools

4%

Civil Organizations

### RESULTS OBTAINED AT THE END OF SEMESTER

Students share their emotions individually and in groups

48%

Public Schools

73%

Civil Organizations

They are able to recognize and talk about their qualities

77%

Public Schools

82%

Civil Organizations

They talk to a family member or partner if they have a problem

79%

Public Schools

77%

Civil Organizations

They are able to resolve difficult situations without losing control of their behavior

69%

Public Schools

76%

Civil Organizations



# TESTIMONIOS

"Thanks to PPAM activities I can love myself as I am and express my emotions."  
Sofia. 6 years. 1st grade.  
"Elementary School Juan Jacques Rousseau"

"I like the PPAM activities because I can be closer to my family, we play and have fun together, I liked making the good news jar."  
Jorge. 6 years. 1st grade.  
"Elementary School "Juan Jacques Rousseau"

"With the emotion meter I can identify my emotions, I feel sad because my grandmother died, but at the same time I feel love for being close to my family."  
Tanya. 9 years.  
José María Álvarez Foundation I.A.P.,  
"Elementary School Spirit of Mexico"

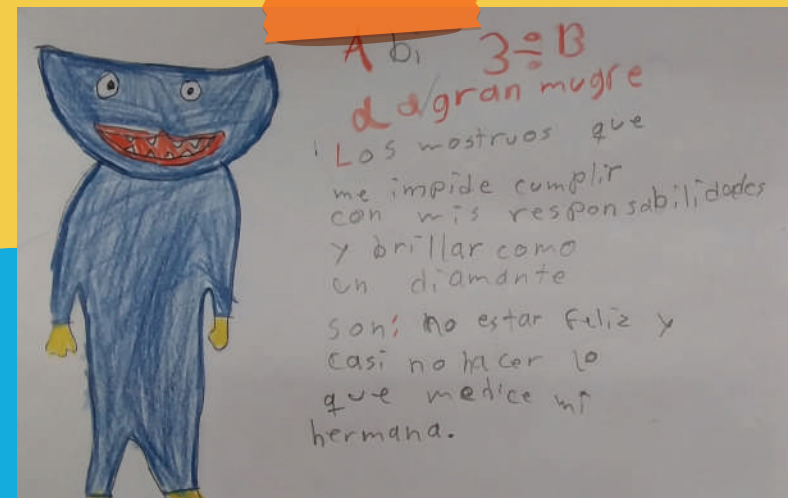


"I was able to find my fears with the box that catches fears, now I don't feel so afraid anymore."  
Sarah. 6 years. 1st grade.  
"Elementary School Juan Jacques Rousseau"

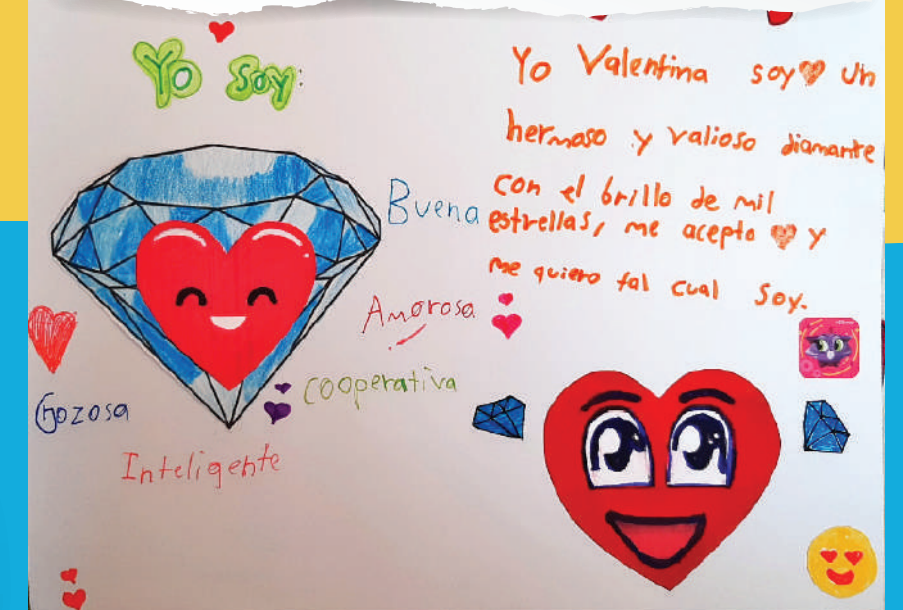


Emotion meter  
Carolina. 2nd grade.  
"Elementary School Juan Jacques Rousseau"

Poster of qualities at birth that make us valuable.  
Valentina. 3rd grade.  
"Elementary School Juan Jacques Rousseau"



Identifies the things that scare her as a form of expression.  
Abi. 3rd grade.  
"Elementary School "Juan Jacques Rousseau"





# ASSESSMENT CENTER

On November 30th, the virtual inauguration of the PPAM, A.C. Evaluation Center took place, as part of the CONOCER-Network, to certify labor competencies with code CE0041-ECE163-14.

Likewise, we launched Standard 1337: "Delivery of experiential sessions, through socio-emotional practices", an event in which we had the presence of our founder, Professor María del Socorro Lozano; Mónica Cínco, General Director of EDUCA Foundation, A.C.; and Mrs. Patricia Ojeda, consultant in labor competencies; and was moderated by our Training and Certification Coordinator, Mrs. Mayra Gómez.

## FIRST PEOPLE TO BE CERTIFIED



It began with the certification of labor competencies in EC1337 "Delivery of experiential sessions through socio-emotional practices" with four people certified to date.



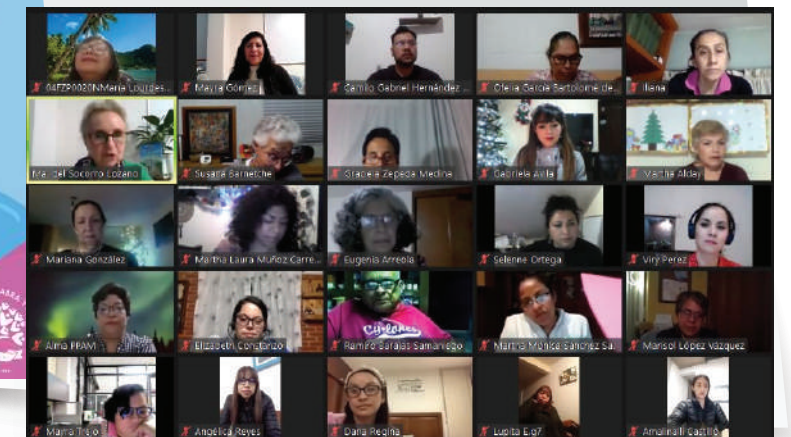


# WHAT ELSE DID WE DO?

## Virtual forum "Children's rights matter: Challenges for Social Work in the face of the COVID-19 pandemic"

September 20th, 21th, 22th, 23th, and 24th

We shared with the audience two relevant topics: The right to a family, education and well-being during the COVID-19 pandemic. The importance of emotional education in the health of girls and boys.



## Virtual workshop "The art of navigating my emotional world".

Taught for the first time by our founder Professor Maria del Socorro Lozano

December 9th

In a virtual forum with a sustained audience of 75 participants, we were able to provide emotional support and accompany people to recognize that managing the emotional area in their lives can be cultivated, and that, like any art, it requires knowledge, discipline, will, creativity and practice.



# FINANCES

# OUR ALLIES

2021

INCOME

\$3,948,440.49  
MXN

EXPENSES

\$4,122,593.26  
MXN

2020

INCOME

\$4,209,238.67  
MXN

EXPENSES

\$4,006,960.68  
MXN

José Canasí  
y Azar



PROSA



150  
NOTARÍA

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**Aries Casolis González**  
**Nancy Estrada Navarro**

## VOLUNTEERS

**Karen E. González Constanzo**  
**Fernando Sánchez Gasca**



# IT IS BETTER TO PREVENT VIOLENCE

## THROUGH SOCIO-EMOTIONAL EDUCATION



**Pensamiento, Palabra y Acción en Movimiento, A.C.**

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