

# Practical Guide to Psychosocial Intervention with Immersive Experiences for Senior Care

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# Introduction

This document provides a practical guide for **professionals supporting older adults** who wish to incorporate immersive projection technology as a therapeutic resource in **social care and psychosocial intervention** settings.

The use of immersive experiences has proven to be particularly valuable in interventions with older adults, as it enables the creation of meaningful, accessible, and emotionally safe environments. These environments support **emotional well-being, cognitive stimulation, social interaction, mobility, and states of relaxation and comfort**, even among individuals with physical limitations or cognitive impairment.

This manual proposes a set of guidelines, protocols, and intervention sheets that support professionals in observing, interpreting, and accompanying the emotional, cognitive, social, and behavioural responses that emerge during exposure to carefully selected audiovisual content.

Each experience described in this manual—whether urban environments, nature, animals, human activities, or abstract stimuli—is conceived as a therapeutic opportunity that can enhance key abilities throughout the aging process.

Through **guided questions, structured observation, and complementary activities**, professionals can foster self-expression, empathy, active participation, emotional well-being, and a positive self-perception, contributing to more humane, meaningful, and **person-centred interventions**.

## Programs

The annual intervention program is divided into **four programs**. Each program follows a psychosocial intervention framework over one trimester and is organised around **five core dimensions of practice**.

### Dimensions of practice



**Emotional dimension:** recognition and expression of emotions, empathy, emotional connection, and evocation of personal memories.



**Social-relational dimension:** stimulation of communication, social interaction, sense of belonging and meaningful relationships.



**Cognitive dimension:** attention, memory, orientation, scene interpretation and reminiscence.



**Physical-behavioural dimension:** body mobilisation, coordination, conscious breathing and gentle physical activation.



**Relaxation and comfort dimension:** emotional regulation, anxiety reduction, contemplation and states of calm.

### Weekly schedule

The weekly schedule is organised according to each care facility's monthly planning. Based on this framework, sessions are designed according to the dimensions to be addressed—**emotional, cognitive, social-relational, physical-behavioural, and relaxation and comfort**. Professionals at each centre define participant groups and frequency of use, managing the program flexibly and contextually, in line with the needs, rhythms, and objectives of their specific care environment.

## Sessions

Intervention sessions may be facilitated by psychologists, social workers, activity coordinators, occupational therapists, and physical therapists. Sessions are delivered using the **immersive projector and the Broomx content platform**. Each session lasts approximately **30 minutes** and is designed for groups of **three to ten participants**, with the aim that all group members share a similar cognitive level.

Each session is structured around a sequence of **immersive videos** linked by a common narrative thread aligned with the targeted dimension of practice. Sessions consist of four phases: **Presentation, Immersion, Activation, and Relaxation**. The Presentation, Immersion, and Relaxation phases are consistent across all sessions, while the Activation phase is **specific** to each dimension and is detailed within the description of each session in this guide.

### Presentation

Through a video featuring **low levels of movement**, a brief initial introduction is conducted, including a warm greeting and simple questions—for example, about activities carried out during the day—with the aim of establishing an initial bond of trust. Gradually, the message guides the person to feel **welcomed, oriented, and safe**, supporting their understanding of where they are and the purpose of being in that space.

During this initial phase, a **clear, simple, and accessible explanation** is also provided regarding what **immersive therapies** are, what they involve, and which **specific dimension** (sensory, cognitive, emotional, or motor) will be addressed during the session. This information is presented gradually and in non-technical language, respecting the person's pace and avoiding overstimulation or information overload.

This progressive accompaniment promotes an experience of **calm, trust, and presence**, preparing the individual for the therapeutic intervention in a **respectful, contained, and non-invasive** manner, and establishing optimal conditions for active engagement in the session.

## Immersion

Following the initial presentation, a **smooth transition** is made to a second audiovisual content with a **higher level of movement**. In a gradual and respectful manner, the person is introduced into the dynamic to be activated, progressively increasing visual and sensory stimulation. This controlled shift supports the **activation of sensory receptors**, attention, and engagement with the experience, preparing the individual to participate more actively, always within an environment perceived as safe and comfortable.

## Activation

**Activation** constitutes the core of the session. It is the moment when visual content ceases to function as a passive stimulus—something merely observed—and becomes a **lived experience**. During this phase, the professional assumes an active role as a **therapeutic facilitator**, acting as a bridge between the projected image and the participant's subjective experience.

The objective is to promote sensory, cognitive, and emotional engagement by using environmental resources and supportive strategies that facilitate connection with personal perceptions, memories, and meanings.

To ensure that activation is effective and tangible, three main intervention pathways are proposed:

## Guided Dialogue (Structured Verbal Intervention)

The professional should not simply wait for spontaneous reactions, but actively encourage them through **open-ended and guiding questions** that foster active exploration of the immersive environment.

### **Visual search and spatial orientation:**

- “Can you see what is behind that tree?”
- “What color is the clothing of the person walking over there?”

This type of intervention stimulates **sustained attention, visual discrimination, and spatial orientation.**

### **Biographical connection and reminiscence:**

- “Does this landscape remind you of a place you have been before?”
- “Did you experience something similar during your childhood?”

This approach supports work on **autobiographical memory, personal identity, and biographical continuity**, strengthening a sense of belonging and personal meaning.

## Sensory Stimulation (Multisensory Integration)

To enrich the experience, it is recommended to complement the projection with **physical stimuli that are coherent with the visual content**, promoting multisensory integration.

**Tactile stimulation:**

- In forest scenes: handling a pinecone, leaves, or a branch.
- In beach scenes: sand, shells, or warm water.

Tactile stimulation helps **anchor the experience physically and enhances perceptual concreteness.**

**Olfactory stimulation (optional and controlled):**

- Natural scents such as lavender, rosemary, or coffee, when consistent with the scene.

Smell, closely linked to emotional memory, can **deepen evocation and experiential richness**, always taking into account individual sensitivities or contraindications.

## Physical Engagement and Body Awareness

Activation may incorporate **gentle movements and functional gestures**, adapted to the abilities of the group.

**Movement imitation:**

- Following the trajectory of a projected animal with the arm.
- Reproducing the rhythm observed in the scene using the hands.

These activities promote **motor coordination, shared attention, and bodily engagement.**

## Breathing regulation and posture:

In calm scenes (nature, sea, sunsets), **slow and conscious breathing** can be guided and synchronized with audiovisual stimuli. This practice contributes to **emotional regulation and a gradual reduction of physiological arousal**.

## Fundamental Principle of Intervention:

The goal is not perfect performance or standardized responses. Rather, the aim is to promote **meaningful participation** while respecting each individual's pace, abilities, and willingness to engage. The quality of the experience takes precedence over formal task execution. Activation should therefore be understood as a flexible, adaptive, and person-centered process, oriented toward transforming the projection into an integrated sensory, cognitive, and emotional experience.

## Relaxation

Once the main activity has concluded, a **transition and closing phase** begins, designed to support the individual in a gradual, contained, and respectful manner. During this stage, **simple evaluative questions** are introduced to facilitate expression of how the activity was experienced and what sensations, emotions, or perceptions it generated.

This closing process contributes to **emotional regulation** and the **progressive reduction of sensory activation**. These elements support the integration of the lived experience, allowing the person to consciously process what has been experienced.

This final phase promotes a state of **calm, safety, and continuity**, facilitating a conscious and positive exit from the immersive environment and ensuring a coherent conclusion to the experiential journey, aligned with the therapeutic objectives of the intervention.

## Openness to spontaneity and adaptation of the intervention

The questions and proposed activities are **indicative and flexible**. If participants direct their attention toward other elements of the audiovisual environment that they find more meaningful, it is recommended to follow that interest and adapt the intervention based on their contributions. The objective is considered achieved when **participation, expression, well-being, or emotional regulation** is promoted, even if the session unfolds based on the spontaneous initiatives of the users themselves.

Immersive therapies are not conceived as performance-oriented activities or as interventions aimed at achieving immediate, measurable outcomes. Instead, they are understood as **lived experiences that prioritise how the person feels while participating**. The primary aim of these interventions is to create **safe, respectful, and meaningful** spaces in which each individual can engage without pressure, according to their own pace and capacity. When the focus shifts from performance to lived experience, a consistent **reduction in stress, increased spontaneous participation**, and the **emergence of emotional well-being** are observed. The therapeutic impact extends beyond the session itself, becoming evident in subsequent calmness, expressions of satisfaction, and the ability to connect with positive emotions, memories, and internal states. From this perspective, the experience itself becomes the primary vehicle for **care, dignity, and well-being**.

## Active entertainment

A **collection of active entertainment** immersive experiences is available, conceived primarily to **promote meaningful leisure, socialisation, and subjective well-being**, rather than to train specific skills or assess participants' functional performance. This approach aligns with the conceptual frameworks of **therapeutic recreation**, which view leisure as an essential dimension of human development and a key determinant of **quality of life**, beyond its instrumental or rehabilitative function.

These experiences prioritise **enjoyment, free exploration, and spontaneous participation**, fostering positive emotional states, interpersonal connection, and a sense of presence in the here and now. From a psychosocial perspective, such proposals contribute to strengthening **emotional well-being, self-determination, and perceived competence**—core elements in contemporary models of quality of life and subjective well-being. Their design aims to create **accessible, safe, and stimulating** immersive environments that facilitate relaxation, wonder, and social exchange, without imposing explicit therapeutic goals or structured cognitive or motor demands.

Active entertainment experiences can be used flexibly and in combination, adapting to the preferences, interests, and contexts of each person or group, in accordance with the principles of **personalisation and choice** inherent to therapeutic recreation. They are particularly suitable for implementation during **meaningful moments**, such as weekends, family visits, or special events, where the aim is to enrich shared experiences, encourage **social participation**, and strengthen **interpersonal bonds—factors** closely linked to perceptions of well-being and belonging.

In this sense, these immersive proposals fulfil a **complementary role within a comprehensive approach**, extending the use of the immersive environment beyond the strictly therapeutic framework and contributing significantly to **quality of life**, understood as a subjective, relational, and contextual experience in which leisure, socialisation, and enjoyment play a central role.

## Use of the immersive projector

The immersive projector is controlled via a web application on **a tablet**. The application is easy to use and allows elderly-care professionals to facilitate sessions in an **organic and flexible** manner.

Each successive video within a session is accompanied by **guidance for the caregiver** displayed on the tablet, including: guiding questions related to the target dimension, suggested complementary activities, expected responses in older adults, and adaptations according to cognitive or functional level.

## Connecting the tablet

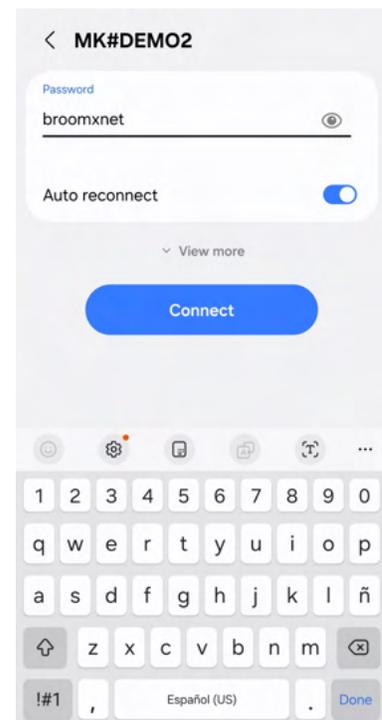
Power on the projector using the remote control.

Connect the tablet to the projector's WiFi network:

Network: **MK#**

Password: **broomxnet**

\* If the connection is unstable, please disable phone data and all automatic connection to other WiFi networks.



## Selecting a session

Open a web browser and enter the following address:

**192.168.12.1**

From the home page, select the program and the session corresponding to the dimension of practice you wish to develop.



## Delivering the activity

Once the session is selected, the corresponding video sequence starts automatically: when one video ends, the next begins.

Click on **Practical Guide** to see the instructions for developing the activity associated with the video.

Close the Practical Guide window to access the 360° immersive video navigation window.

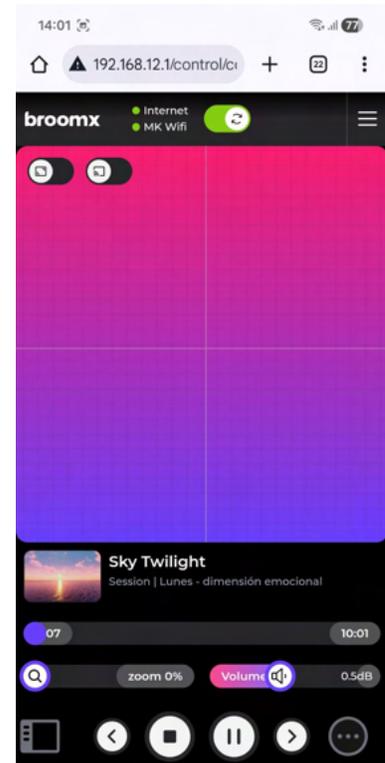


## Navigating immersive videos

The transport bar at the bottom provides access to basic video playback functions.

The list icon in the lower-left corner allows access to the full list of videos within the session.

The videos are immersive and can be navigated in 360° using the touch panel. To reset the initial viewpoint, double-tap the centre of the screen.



## Finalizing the session

Stop the currently playing video using the **Stop** button.

Power off the projector using the remote control.



# Program 1

## Session 1

### Emotional dimension

Recognition and expression of emotions, empathy, emotional connection and evocation of personal memories.

## Presentation



Through a video featuring images with a **low level of movement**, a brief initial introduction is carried out, including a warm greeting and simple questions, such as asking what participants have done during the day. Gradually, the message guides the person to feel **welcomed and safe**, facilitating orientation and understanding of where they are and what they are doing in that space. This gradual accompaniment promotes an experience of **calm, trust, and presence**, preparing the person for the intervention in a respectful and non-invasive manner.

## Immersion



Following the initial presentation, a **smooth transition** is made to a second audiovisual content with a **higher level of movement**. In a gradual and respectful manner, the person is introduced into the dynamic to be activated, progressively increasing visual and sensory stimulation.

This controlled shift supports the **activation of sensory receptors**, attention, and engagement with the experience, preparing the individual to participate more actively, always within an environment perceived as safe and comfortable.

## Activation 1



Affective connection with free-roaming animals, evoking calm, dignity, and a sense of freedom.

### Main therapeutic objective

To stimulate emotional regulation, affective connection, and inner well-being through the observation of free-roaming horses, fostering positive emotions such as calm, serenity, warmth, gentleness, and a feeling of freedom.

## Description of the video

The video shows horses living freely in a natural environment, moving gently, trotting, or walking across wide open spaces. The animals display fluid movements, calm behaviours, and attitudes characteristic of a harmonious group. The scene conveys sensations of:

- **Freedom and openness** (open landscapes).
- **Calm strength** (firm yet gentle movement).
- **Nobility and sensitivity** (gaze, posture, and interaction among horses).
- **Natural connection with the environment.**

These elements generate a deeply positive emotional stimulus in older adults.

## Emotional aspects to observe

### Emotional language of the horses

- Gentle walking movements → calm, serenity.
- Harmonious trotting → vitality, balanced energy.
- Relaxed body postures → trust, safety.
- Interactions among horses → bonding, contact, care.

### Sensations the scene may evoke

- Tranquillity through the fluidity of movement.
- Admiration for the beauty and nobility of the animals.
- Memories of nature, rural environments, or previous experiences with animals.
- A sense of inner freedom when observing open spaces.

### Common emotional symbolisms

- Horses are often associated with freedom, nobility, and emotional strength—symbols that evoke positive feelings, inner resilience, and personal balance.

## Guiding questions for working on the emotional dimension

### Projected emotional recognition

- “What emotion does the movement of these horses convey to you?”
- “How does it make you feel to observe them in their natural environment?”
- “Would you say the horse seems calm, curious, energetic, or attentive?”

### Affective emotional connection

- “What sensations arise in your body as you watch the way they move?”
- “Does it awaken tenderness, calm, or admiration?”
- “Is there a horse that particularly caught your attention? Why?”

### Associations and memories

- “Does it remind you of a place, a moment, or an experience in your life?”
- “How does remembering life outdoors or in nature make you feel?”

## Suggested complementary activities

- **Breathing in rhythm with the horse’s movement:** inhale as the animal raises its head, exhale during gentle trotting.
- **Emotional identification:** name the predominant emotion while observing each scene.
- **Sensory description:** “Describe the physical sensations you experience while watching them move.” This can be complemented with textures similar to a horse’s coat, such as blankets, to enrich the tactile experience and enhance realism and involvement while maintaining visual focus.
- **Reminiscence:** sharing memories related to nature, animals, or freedom.
- **Guided visualisation:** imagining being in that landscape, feeling the wind and the calm.

## Expected responses in older adults

- Reduction in anxiety or tension.
- Increase in positive emotions such as calm, tenderness, or gentle joy.
- Emotional openness and greater ease in expressing feelings.
- A sense of well-being associated with the contemplation of nature.
- Greater contact with pleasant or meaningful memories.

## Adaptations according to cognitive level

### **Mild cognitive impairment:**

- Short questions: “Does it calm you? Do you like it?”
- Pointing to a horse and asking about the emotion it conveys.

### **Moderate cognitive impairment:**

- Offering response options: “Does the horse seem calm or restless?”
- Focusing on recognising a single main emotion.

### **Older adults without cognitive impairment:**

- Allowing deeper symbolic reflection on freedom, nature, emotional strength, or life memories.

## Activation 2



Induction of calm, contemplation, and affective connection through the observation of marine animals in an immersive environment

### Main therapeutic objective

To promote emotional regulation, a sense of inner peace, and affective connection through an immersive marine environment that uses gentle movements, underwater animals, and soothing visual atmospheres.

## Description of the video

The video recreates a deep marine environment in which the following elements can be observed:

- **Marine animals moving fluidly**, such as fish, manta rays, or luminous creatures.
- **Clear, undulating water** that creates a visual rocking effect.
- A **submarine cave** with soft lighting and a relaxing sound environment.
- An overall sense of **depth, gentle mystery, and serenity**.

The presence of living beings underwater and the harmony of their movements foster emotional responses of calm and contemplation.

## Emotional aspects to observe

### Emotional response to the fluidity of water

- A sense of calm induced by undulating movement.
- Visual relaxation through soft colours and slow rhythms.
- Reduction of emotional tension.

### Affective connection with marine animals

- Gentle fascination when observing creatures moving freely.
- Emotions of care, curiosity, or wonder.
- Symbolic experiences of tranquillity and protection.

### Feeling of immersion and emotional containment

- A feeling of being “surrounded” by a safe environment.
- Minimal emotional arousal; predominance of peace.
- Support for introspection and inner serenity.

## Guiding questions for working on the emotional dimension

### Immediate emotional exploration

- “What emotion arises as you watch the animals move in the water?”
- “Which part of the video felt most relaxing to you?”

### Connection with bodily sensations

- “What do you notice in your body as you watch the movement of the water?”
- “Do you feel your breathing change as you watch these images?”

### Affective associations

- “Does it remind you of a moment in nature or by the sea?”
- “What word best describes what you felt during the video?”

## Suggested complementary activities

- **Guided breathing:** inhale as the water rises in the image and exhale as it descends.
- **Emotional identification:** choose a predominant emotion and describe it.
- **Positive visualisation:** imagine being inside the marine cave and feeling protected.
- **Emotional dialogue:** share sensations with the group or therapist.

## Expected responses in older adults

- Significant reduction in anxiety or agitation.
- Greater emotional stability and sense of safety.
- Spontaneous expression of emotions such as calm, fascination, or tenderness.
- Observable physical relaxation (looser shoulders, slower breathing).
- Overall improvement in immediate well-being.

## Adaptations according to cognitive level

### **Mild cognitive impairment:**

- Point to an animal and ask: *“How do you think it feels moving in this way?”*
- Use brief and concrete questions.

### **Moderate cognitive impairment:**

- Offer simple choices: *“Does it make you feel calm or uneasy?”*
- Focus observation on only one or two elements of the video (water and an animal).

### **Older adults without cognitive impairment:**

- Facilitate deeper reflection (symbolism of the sea, calmness, freedom).
- Explore personal emotional associations.

## Relaxation



Once the main activity has concluded, a **transition and closing phase** begins, designed to support the individual in a gradual, contained, and respectful manner. During this stage, **simple evaluative questions** are introduced to facilitate expression of how the activity was experienced and what sensations, emotions, or perceptions it generated.

This closing phase is **supported by audiovisual material with soft, relaxing music** and harmonious, gently moving images, which facilitate the integration of the experience, promote calm, and encourage a conscious and positive conclusion to the immersive journey.

# Program 1

## Session 2



### Social-relational dimension

Stimulation of communication, social interaction, sense of belonging and meaningful relationships.

## Presentation



Through a video featuring images with a **low level of movement**, a brief initial introduction is carried out, including a warm greeting and simple questions, such as asking what participants have done during the day. Gradually, the message guides the person to feel **welcomed and safe**, facilitating orientation and understanding of where they are and what they are doing in that space. This gradual accompaniment promotes an experience of **calm, trust, and presence**, preparing the person for the intervention in a respectful and non-invasive manner.

## Immersion



Following the initial presentation, a **smooth transition** is made to a second audiovisual content with a **higher level of movement**. In a gradual and respectful manner, the person is introduced into the dynamic to be activated, progressively increasing visual and sensory stimulation.

This controlled shift supports the **activation of sensory receptors**, attention, and engagement with the experience, preparing the individual to participate more actively, always within an environment perceived as safe and comfortable.

## Activation 1



Stimulation of social interaction, reactivation of relational memories, motivation for communication, and strengthening of group bonds through the observation of joyful social situations.

### Main therapeutic objective

To promote the activation of social memory, group interaction, verbal and non-verbal communication, and a sense of belonging through the observation of a positive social event.

## Description of the video

The video shows **children dancing together** in a group, including:

- **Joyful and coordinated movements** that convey dynamism and vitality.
- **Scenes of social interaction**, such as smiles, gestures of complicity, and collaboration.
- **Elements that evoke familiar memories**, celebrations, and past social events.
- A positive and participatory atmosphere, ideal for encouraging dialogue, laughter, and group commentary.

These elements allow socialisation, communication, and group cohesion to be addressed in an integrated way.

## Social-relational aspects to observe

### Reactivation of social memories

- Evocation of family experiences and past celebrations.
- Reinforcement of social memory and relational identity.
- Strengthening of the sense of belonging and continuity within personal life history.

### Motivation for interaction

- Stimulation of spontaneous dialogue among participants.
- Promotion of verbal and non-verbal communication, humour, and expressiveness.
- Encouragement of active participation in the group dynamic.

### Fostering a sense of community

- Enhancement of social cohesion through shared viewing.
- Generation of shared comments, laughter, and common memories.
- Strengthening of affective bonds and a sense of group unity.

## Guiding questions for working on the social-relational dimension

### Reactivating social memories

- “Does this remind you of a family celebration or a party with your children or grandchildren?”
- “Do you remember a time when you danced or enjoyed music with other people?”

### Motivating interaction

- “Which movement of the children do you like most, and why?”
- “How do you think you would react if you were dancing with them?”

### Fostering a sense of community

- “What comments or memories can you share with the group about what you see?”
- “Which part of the scene makes you smile or laugh together with others?”

## Suggested complementary activities

- **Group dialogue:** sharing family memories and similar social moments.
- **Body expression:** accompanying the music with gentle movements or gestures.
- **Imitation dynamics:** repeating some of the observed dance steps.
- **Group commentary:** describing scenes and emotions, encouraging social interaction.
- **Reminiscence activities:** narrating stories related to celebrations, parties, or social gatherings.

## Expected responses in older adults

- Reactivation of social and family memories.
- Increased verbal and non-verbal communication.
- Improved sense of belonging and group cohesion.
- Emergence of positive emotions such as joy, enthusiasm, and affective connection.
- Greater willingness to participate in group activities and social dynamics.

## Adaptations according to cognitive level

### **Mild cognitive impairment:**

- Concrete questions about observed actions or gestures.
- Encouragement of simple, easily evoked memories.

### **Moderate cognitive impairment:**

- Limiting observation to a small group of children or a single dance.
- Offering guided response options (e.g., “Which part do you like most: arms, feet, smiles?”).

### **Older adults without cognitive impairment:**

- Facilitating full discussion of scenes and more complex family memories.
- Promoting analysis of interactions, expressions, and shared emotions.

## Activation 2



Stimulation of social interaction, evocation of bonds, emotional expression, and sense of community through the observation of a familiar and affective social environment.

### Main therapeutic objective

To promote the reactivation of social memory, group cohesion, emotional expression, and interactive participation within a safe and stimulating environment.

## Description of the video

The video shows **people interacting in a bar or café setting**, including:

- **Everyday conversations and gestures**, such as toasting, laughing, or greeting.
- **A warm and welcoming atmosphere** that recreates a familiar social environment.
- **Evocative elements** such as drinks, tables, background music, and typical bar or café décor.
- **Situations that generate interaction**, encouraging comments, memories, and group dialogue.

These elements support work on socialisation, emotional expression, and group cohesion.

## Social-relational aspects to observe

### Evocation of memories and bonds

- Recalling past experiences in bars, cafés, or social gatherings.
- Reinforcement of social memory and sense of belonging.
- Support for relational identity and affective continuity.

### Stimulation of social interaction

- Promotion of verbal and non-verbal communication within the group.
- Creation of opportunities to share stories, anecdotes, and emotions.
- Facilitation of empathy through discussion of emotions and thoughts observed in the scene.

### Fostering a sense of community

- Creation of a relaxed and positive group climate.
- Encouragement of social cohesion and active participation in collective dynamics.
- Reinforcement of social motivation and relational well-being.

## Guiding questions for working on the emotional dimension

### Evocation of memories and bonds

- “Do you remember a café or bar you used to visit?”
- “What moments or people come to mind when you watch this scene?”

### Social interaction

- “What do you think the people in the video are feeling or thinking?”
- “How would you react if you were sharing time with them?”

### Fostering a sense of community

- “Share with the group a fun or meaningful experience you’ve had in a bar or café.”
- “Which actions or gestures make you feel most connected to others?”

## Suggested complementary activities

- **Group dialogue:** exchanging anecdotes and experiences related to bars or cafés.
- **Empathy exercises:** commenting on emotions observed in the characters in the video.
- **Reminiscence dynamics:** recalling family gatherings, friendships, or past celebrations.
- **Verbal and gestural expression:** narrating personal stories or gestures related to the scene.
- **Creation of small debates or role-play activities:** imagining conversations or situations in the bar.

## Expected responses in older adults

- Reactivation of social and affective memories.
- Increased communication and emotional expression.
- Improved group cohesion and sense of belonging.
- Emergence of positive emotions such as well-being, joy, or affectionate nostalgia.
- Motivation to participate in social and recreational activities.

## Adaptations according to cognitive level

### **Mild cognitive impairment:**

- Simple questions about specific people or gestures in the scene.
- Recalling recent and easily evoked experiences.

### **Moderate cognitive impairment:**

- Observing short video fragments.
- Offering guided response options (e.g., “smiling / talking / toasting”).

### **Older adults without cognitive impairment:**

- Facilitating comprehensive analysis of interactions, gestures, and social context.
- Promoting detailed discussion of shared memories, emotions, and experiences.

## Relaxation



Once the main activity has concluded, a **transition and closing phase** begins, designed to support the individual in a gradual, contained, and respectful manner. During this stage, **simple evaluative questions** are introduced to facilitate expression of how the activity was experienced and what sensations, emotions, or perceptions it generated.

This closing phase is **supported by audiovisual material with soft, relaxing music** and harmonious, gently moving images, which facilitate the integration of the experience, promote calm, and encourage a conscious and positive conclusion to the immersive journey.

# Program 1

Session 3



Cognitive dimension

Attention, memory, orientation, scene interpretation and reminiscence.

## Presentation



Through a video featuring images with a **low level of movement**, a brief initial introduction is carried out, including a warm greeting and simple questions, such as asking what participants have done during the day. Gradually, the message guides the person to feel **welcomed and safe**, facilitating orientation and understanding of where they are and what they are doing in that space. This gradual accompaniment promotes an experience of **calm, trust, and presence**, preparing the person for the intervention in a respectful and non-invasive manner.

## Immersion



Following the initial presentation, a **smooth transition** is made to a second audiovisual content with a **higher level of movement**. In a gradual and respectful manner, the person is introduced into the dynamic to be activated, progressively increasing visual and sensory stimulation.

This controlled shift supports the **activation of sensory receptors**, attention, and engagement with the experience, preparing the individual to participate more actively, always within an environment perceived as safe and comfortable.

## Activation 1



Stimulation of memory, attention, visual perception, spatial orientation, and language through the observation of a complex and culturally rich market environment.

### Main therapeutic objective

To promote the training of higher cognitive functions through active observation of a market environment, stimulating memory, attention, spatial orientation, and language skills.

## Description of the video

The video presents a walkthrough of *La Boqueria* market, including:

- **A wide variety of products:** fruits, fish, spices, sweets, and typical foods.
- **The layout of the stalls:** linear and colourful organisation requiring visual attention.
- **Movement of people:** customers and vendors interacting, creating a complex scenario.
- **Corridors and signage** that support work on spatial orientation and three-dimensional perception.
- A **cultural and gastronomic atmosphere** that connects with prior knowledge and personal experiences.

## Cognitive aspects to observe

### Semantic memory

- Identification and naming of foods and products.
- Association with recipes, regions, or cultural customs.
- Activation of general knowledge and vocabulary expansion.

### Attention and visual perception

- Selection and organisation of visual information among multiple stimuli.
- Training of sustained and selective attention.
- Perceptual discrimination of colours, shapes, and textures of products.

### Spatial and directional orientation

- Understanding movement through the market corridors.
- Recognition of spatial relationships between stalls and sections.
- Perception of a three-dimensional environment to support autonomy and visuospatial coordination.

**Language and reasoning**

- Verbal description of products, colours, textures, and activities.
- Comparison and categorisation of foods.
- Simple reasoning: choosing routes, identifying sections, and making decisions about movement.

## Guiding questions for working on the cognitive dimension

**Semantic memory**

- “What is the name of this fruit or product?”
- “In which recipes or meals have you seen it before?”

**Attention and perception**

- “Observe the colours of the stalls— which one catches your attention the most?”
- “Count how many different products there are at this stall.”

**Spatial orientation**

- “If we are at the market entrance, where would the fish stall be?”
- “Describe what you see on your left and right as you walk along the corridor.”

**Language and reasoning**

- “Explain what activity the vendor or customer is carrying out.”
- “If you wanted to reach the sweets stall, which corridor would you follow?”

## Suggested complementary activities

- Naming and classifying products by colour, shape, or food type.
- Selective attention exercises: locating specific products within the video.
- Orientation and planning: mentally mapping a route through the market.
- Group dialogue: describing products and their use in recipes or traditions.
- Practical reasoning: deciding the best way to reach a specific stall during the walkthrough.

## Expected responses in older adults

- Increased activation of semantic memory and vocabulary.
- Improved sustained attention and visual discrimination.
- Enhanced spatial orientation and environmental perception.
- Richer and more structured verbal expression.

## Adaptations according to cognitive level

### **Mild cognitive impairment:**

- Simple and direct questions about a specific product or stall.
- Repetition of food names and colours to reinforce memory.

### **Moderate cognitive impairment:**

- Limiting observation to a single section of the market.
- Offering simple response options (e.g., “fruit or fish?”).

### **Older adults without cognitive impairment:**

- Facilitating full analysis of the market, including social and cultural interactions.
- Promoting route planning and resolution of more complex spatial problems.

## Activation 2



Stimulation of attention, visual perception, spatial orientation, and visuospatial skills through the observation of a dynamic urban route.

### Main therapeutic objective

To promote the training of higher cognitive functions through active observation of a complex urban environment, stimulating sustained attention, visual perception, and spatial orientation.

## Description of the video

The video presents a **walkthrough of a city street** including:

- **Movements of people** walking along the street.
- **Shop windows and storefronts** with varied displays and attractive colours.
- **Seasonal decorations**, such as festive lights or temporary ornaments.
- **Dynamic urban lighting**, reflecting changes in natural and artificial light.
- **A linear route with reference points** that supports work on spatial orientation.

These elements create a visually and spatially rich scenario that promotes cognitive activity.

## Cognitive aspects to observe

### Attention and visual perception

- Observation of details in shop windows, decorations, and pedestrians.
- Training of sustained attention and concentration.
- Visual discrimination of relevant elements among multiple stimuli.

### Spatial and directional orientation

- Understanding the linear route and relationships between reference points.
- Development of visuospatial skills and three-dimensional environmental perception.
- Improvement of the ability to mentally locate oneself and move within an urban space.

### Language and reasoning

- Verbal description of scenes, colours, and observed activities.
- Comparison of elements (shop windows, decorations, people's movements).
- Simple reasoning to identify routes and locations along the street.

## Guiding questions for working on the cognitive dimension

### Attention and perception

- “Which shop window caught your attention the most, and why?”
- “Look at the seasonal decorations— which colours stand out?”

### Spatial orientation

- “If we are at the beginning of the street, where would the fountain at the end be?”
- “Describe what you see on your left and right as you walk along Calle Larios.”

### Language and reasoning

- “Explain what the people in this scene are doing.”
- “If you wanted to get to the sweet shop, which direction would you go?”

## Suggested complementary activities

- Identification of visual details: decorative elements, shop windows, or lights.
- Selective attention exercises: counting people or distinguishing specific objects.
- Orientation and planning: mentally tracing a route from one point to another.
- Group dialogue: describing scenes and comparing observations among participants.
- Practical reasoning: deciding how to move or locate a reference point along the route.

## Expected responses in older adults

- Improved sustained attention and visual discrimination.
- Increased spatial orientation skills and three-dimensional perception.
- Clearer and more detailed verbal expression about the observed environment.
- Stimulation of reasoning and mental planning.
- A sense of active cognitive engagement and alertness.

## Adaptations according to cognitive level

### **Mild cognitive impairment:**

- Simple questions about specific elements of the route or colours.
- Repetition of street or shop names to reinforce memory and orientation.

### **Moderate cognitive impairment:**

- Limiting observation to a section of the street.
- Offering simple response options (e.g., “left / right” or “shop window / decoration”).

### **Older adults without cognitive impairment:**

- Facilitating full analysis of the route, social interaction, and visual elements.
- Promoting planning of alternative routes and reasoning about trajectories.

## Relaxation



Once the main activity has concluded, a **transition and closing phase** begins, designed to support the individual in a gradual, contained, and respectful manner. During this stage, **simple evaluative questions** are introduced to facilitate expression of how the activity was experienced and what sensations, emotions, or perceptions it generated.

This closing phase is **supported by audiovisual material with soft, relaxing music** and harmonious, gently moving images, which facilitate the integration of the experience, promote calm, and encourage a conscious and positive conclusion to the immersive journey.

# Program 1

Session 4



Dimensión físico-conductual

Body mobilisation, coordination, conscious breathing and gentle physical activation.

## Presentation



Through a video featuring images with a **low level of movement**, a brief initial introduction is carried out, including a warm greeting and simple questions, such as asking what participants have done during the day. Gradually, the message guides the person to feel **welcomed and safe**, facilitating orientation and understanding of where they are and what they are doing in that space. This gradual accompaniment promotes an experience of **calm, trust, and presence**, preparing the person for the intervention in a respectful and non-invasive manner.

## Immersion



Following the initial presentation, a **smooth transition** is made to a second audiovisual content with a **higher level of movement**. In a gradual and respectful manner, the person is introduced into the dynamic to be activated, progressively increasing visual and sensory stimulation.

This controlled shift supports the **activation of sensory receptors**, attention, and engagement with the experience, preparing the individual to participate more actively, always within an environment perceived as safe and comfortable.

## Activation 1



Stimulation of movement, motor coordination, breathing, and motivation towards healthy activity habits through observation of a natural aquatic environment

### Main therapeutic objective

To promote physical activity, motor skills, coordination, and sensory integration in older adults, stimulating physical action through observation of a gently flowing river and its natural elements.

## Description of the video

The video shows a **calm river in a natural environment**, including:

- **Gentle current, waves, and small cascades**, offering rhythmic visual stimulation for imitative movements.
- **A relaxing natural setting** with vegetation, rocks, and birds.
- **Ambient sounds** of flowing water, wind, and local wildlife.
- **A scenario that invites contemplation and guided movement**, ideal for gentle physical exercises.

These elements allow work on mobility, breathing, coordination, and motivation towards healthy physical activity.

## Physical-behavioural aspects to observe

### Motivation for movement and gentle exercise

- Inspiration to imitate river movements with arms, torso, or legs.
- Encouragement of guided mobility routines.
- *Benefit*: improvement of flexibility, coordination, and fine and gross motor skills.

### Breathing stimulation and active relaxation

- Combination of river observation with deep breathing exercises and gentle neck and torso movements.
- *Benefit*: improved lung capacity, blood circulation, and reduction of muscle tension.

### Promotion of healthy activity habits

- Motivation to walk or stroll, following the rhythm of the river.
- *Benefit:* reinforcement of positive routines and autonomous active behaviours.

### Motor coordination and guided play

- Imitative playful activities based on river elements (moving arms like waves, simulating stepping on stones).
- *Benefit:* improved balance, coordination, and fall prevention.

### Sensory stimulation and behavioural motivation

- Use of environmental sounds to motivate physical action and promote mental relaxation.
- Combination with tactile exercises (touching water, feeling simulated stone textures or water containers).
- *Benefit:* enhanced sensory integration and motivation to engage in physical activity.

## Guiding questions for working on the physical-behavioural dimension

- “Can you move your arms like the flow of the river?”
- “Breathe deeply while observing how the water flows—do you feel your body relaxing?”
- “Imagine you are walking along the riverbank; what steps would you take to follow the river?”
- “Can you touch the ‘stone’ or ‘water’ we have while keeping the rhythm of the river with your hands?”

## Suggested complementary activities

- **Guided mobility exercises** for arms, torso, neck, and legs following the rhythm of the water.
- **Imitative games:** wave movements, stepping on stones, simulating the current.
- **Deep breathing routines** synchronised with river visualisation.
- **Sensory integration:** touching water in containers, handling simulated stones or damp textures.
- **Symbolic walks:** walking while imagining the riverbank, encouraging safe and coordinated movement.

## Expected responses in older adults

- Increased motivation to perform movements and gentle exercises.
- Relaxation and reduction of muscle tension.
- Improved coordination, balance, and fine and gross motor skills.
- Reinforcement of active and healthy habits.
- Multisensory stimulation that enhances motivation for physical action.

## Adaptations according to functional level

### **Limited mobility:**

- Arm and torso movements performed while seated, without the need for displacement.
- Breathing and coordination exercises adapted to the available space.

### **Moderate mobility:**

- Short guided walks simulating the riverbank.
- Combination of seated and standing movements with support.

### **Older adults with good mobility:**

- Full mobility, balance, and coordination exercises inspired by the river current and elements.
- Integration of more complex imitative games and guided displacement.

## Activation 2



Stimulation of strength, mobility, balance, coordination, and motor skills through the simulation of sailing movements.

### Main therapeutic objective

To promote functional physical activity, strength, mobility, balance, coordination, and motivation towards active outdoor habits through the simulation of sailing manoeuvres.

## Description of the video

The video shows **a sailboat navigating the Mediterranean Sea**, including:

- **Marine landscapes and open skies**, providing relaxing and motivating visual stimulation.
- **Sailboat movements and sailing manoeuvres** that allow imitation of hoisting sails, handling ropes, and steering.
- **An environment that invites functional mobility, stretching, and motor coordination**, integrating strength, balance, and fine motor skills.

## Physical-behavioural aspects to observe

### Simulation of sailing movements

- Imitation of hoisting sails, handling ropes, or steering.
- Optional use of lightweight poles or elastic bands as support.
- *Benefit*: improved strength of arms, shoulders, trunk, and coordination.

### Stretching and functional mobility

- Postures inspired by the sailor's stance: trunk rotation, arm extension, lateral bending.
- *Benefit*: enhanced flexibility, joint mobility, and posture.

### Balance exercises

- Simulation of sailboat movements: gentle swaying, position changes, and postural adjustments.
- *Benefit*: improved postural stability and fall prevention.

### Coordination and fine and gross motor skills

- Imitation of hand manoeuvres (coiling rope, adjusting sails) and alternating arm and leg movements to simulate movement on deck.
- *Benefit*: stimulation of hand-eye coordination and fine and gross motor skills.

### Motivation towards active and outdoor habits

- Inspiration to walk, stretch, or engage in outdoor recreational activities.
- *Benefit:* reinforcement of active habits and willingness to engage in physical activity.

### Guiding questions for working on the physical-behavioural dimension

- “Can you imitate how a sail is hoisted?”
- “Rotate your trunk as if you were adjusting the rudder.”
- “Simulate a balancing movement as if the boat were tilting with the tide.”
- “What exercises can we do to move our arms and legs as if we were on deck?”

### Suggested complementary activities

- **Simulation of rowing and manoeuvres** using poles or elastic bands.
- **Stretching of arms, trunk, and legs** inspired by the sailor’s posture.
- **Balance games:** lateral tilts and controlled displacement.
- **Motor coordination routines:** coiling rope, simulated sail adjustments.
- **Sensory integration:** observing the sea and listening to wind sounds, combining movement with auditory and visual perception.

## Expected responses in older adults

- Increased motivation to perform functional movements and exercises.
- Improved strength, coordination, and fine and gross motor skills.
- Enhanced balance and postural stability.
- Reinforcement of active habits and readiness for physical activity.
- Enjoyment, a sense of adventure, and connection with the natural environment.

## Adaptations according to functional level

### **Limited mobility:**

- Arm and trunk movements performed while seated.
- Simulation of manoeuvres without foot displacement.

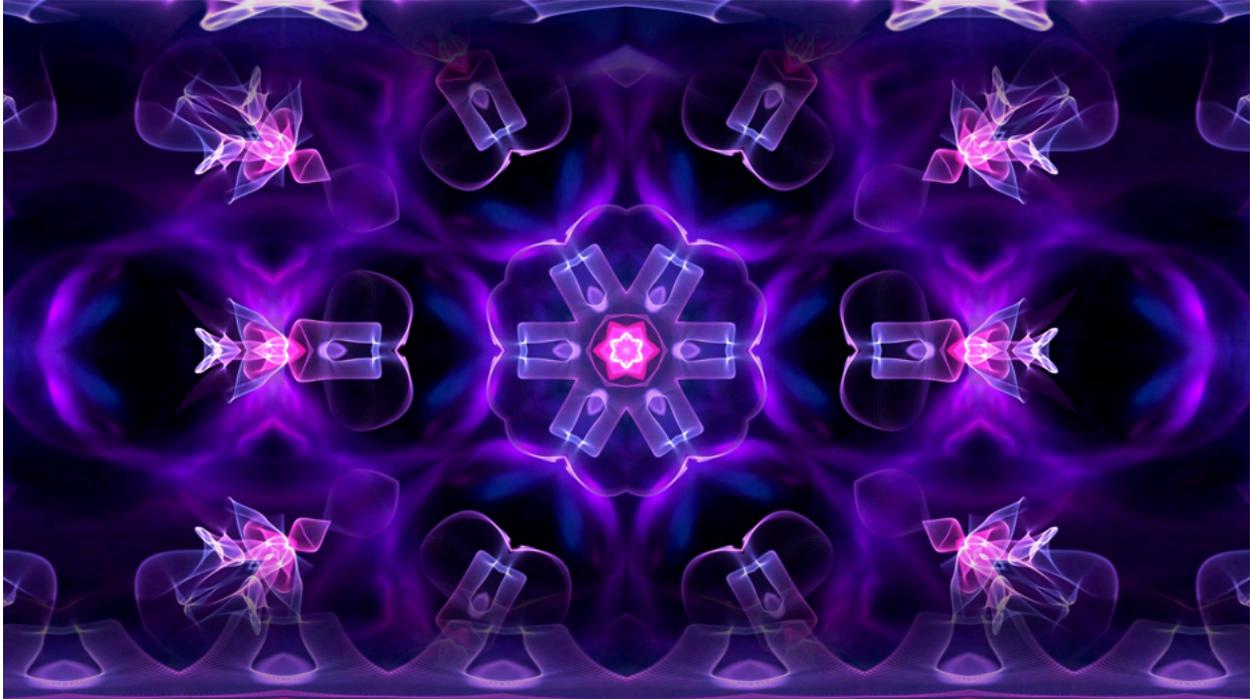
### **Moderate mobility:**

- Arm and trunk movements combined with small steps or controlled displacement.
- Assisted balance exercises.

### **Older adults with good mobility:**

- Full sailing movements, wide stretches, and more challenging balance simulations.
- Integration of complex motor coordination and safe displacement inspired by sailing.

## Relaxation



Once the main activity has concluded, a **transition and closing phase** begins, designed to support the individual in a gradual, contained, and respectful manner. During this stage, **simple evaluative questions** are introduced to facilitate expression of how the activity was experienced and what sensations, emotions, or perceptions it generated.

This closing phase is **supported by audiovisual material with soft, relaxing music** and harmonious, gently moving images, which facilitate the integration of the experience, promote calm, and encourage a conscious and positive conclusion to the immersive journey.

# Program 1

Session 5

## Relaxation and comfort dimension

Emotional regulation, anxiety reduction, contemplation and states of calm.

## Presentation



Through a video featuring images with a **low level of movement**, a brief initial introduction is carried out, including a warm greeting and simple questions, such as asking what participants have done during the day. Gradually, the message guides the person to feel **welcomed and safe**, facilitating orientation and understanding of where they are and what they are doing in that space. This gradual accompaniment promotes an experience of **calm, trust, and presence**, preparing the person for the intervention in a respectful and non-invasive manner.

## Immersion



Following the initial presentation, a **smooth transition** is made to a second audiovisual content with a **higher level of movement**. In a gradual and respectful manner, the person is introduced into the dynamic to be activated, progressively increasing visual and sensory stimulation.

This controlled shift supports the **activation of sensory receptors**, attention, and engagement with the experience, preparing the individual to participate more actively, always within an environment perceived as safe and comfortable.

## Activation 1



Promotion of calm, emotional well-being, stress regulation, and physical comfort through the contemplation of natural environments and guided breathing exercises.

### Main therapeutic objective

To facilitate deep relaxation, reduce anxiety and muscle tension, and generate physical and emotional well-being in older adults through the contemplation of a natural environment and the practice of conscious breathing.

## Description of the video

The video shows a **meadow with gently moving flowers, grass, and changes in light at sunrise or sunset**, accompanied by **sounds of nature** (wind, birds, water).

These elements create an **atmosphere of calm and harmony**, which can be used as a guide for deep and conscious breathing exercises, fostering physical and mental relaxation.

## Relaxation and comfort aspects to observe

### Physical and postural relaxation

- Allowing older adults to adopt comfortable postures, seated or lying down.
- *Benefit:* improves physical comfort, reduces muscle tension, and promotes a sense of safety.

### Deep and conscious breathing

- Guiding participants to synchronise their breathing with the visual and auditory rhythm of the video.
- *Benefit:* reduces anxiety, regulates heart rate, and improves oxygenation.

### Emotional connection and psychological well-being

- Contemplation of the movement of flowers and natural light evokes positive emotions, pleasant memories, and a sense of peace.
- *Benefit:* reinforces emotional regulation and psychological balance.

### Relaxing sensory stimulation

- Soft nature sounds (wind, water, birds) combined with harmonious imagery.
- *Benefit:* activates multisensory relaxation and reinforces mindfulness.

## Guiding questions for working on the relaxation and comfort dimension

- “Observe the flowers moving—how does this landscape make you feel?”
- “What aromas do the flowers remind you of?”
- “Feel the air on your body and imagine accompanying it with deep breathing.”
- “What pleasant memories or sensations does this sunrise/sunset bring to you?”
- “Settle into a comfortable position and focus on your breathing while watching the video.”

## Suggested complementary activities

- **Deep and slow breathing** coordinated with gentle body movements.
- **Guided visualisation**, imagining walking through the meadow or touching the flowers.
- **Progressive relaxation**, relaxing muscle groups while observing the video.
- **Integration of soft music or additional nature sounds** to enhance calm.
- **Aromatherapy**: using scents of flowers or herbs as a complement to create a more immersive and realistic atmosphere.

## Expected responses in older adults

- Reduction of anxiety and muscle tension.
- Increased sense of well-being and tranquillity.
- Greater physical comfort and readiness for subsequent activities.
- Evocation of pleasant memories and positive emotions.
- Improved emotional regulation and mental calm.

## Adaptations according to functional level

### **Limited mobility:**

- Breathing and relaxation exercises performed while seated or lying down, avoiding any physical effort.

### **Moderate mobility:**

- Gentle arm or torso movements while maintaining a comfortable posture.

### **Older adults with good mobility:**

- Slow stretching movements combined with deep breathing, consciously involving arms, trunk, and legs.

## Activation 2



Promotion of calm, emotional well-being, stress regulation, and physical comfort through contemplation of a waterfall and the integration of conscious breathing.

### Main therapeutic objective

To promote deep relaxation, reduce tension and anxiety, generate physical and emotional comfort, and facilitate mindfulness practice in older adults through observation of moving water and the natural environment.

## Description of the video

The video shows a **waterfall at La Caula, Spain**, including:

- **Flowing water and foam**, with light reflections on the surface.
- **Natural sounds:** falling water, wind, and surrounding wildlife.
- **Harmonious and continuous movement** that serves as a guide for deep breathing and respiratory coordination.

These elements create an **environment of calm, fluidity, and serenity**, ideal for relaxation and guided meditation practices.

## Relaxation and comfort aspects to observe

### Physical and postural relaxation

- Positioning older adults comfortably (seated or lying down).
- *Benefit:* improves physical comfort and reduces muscle tension.

### Deep and synchronised breathing

- Coordinating inhalation and exhalation with the rhythm of the water flow.
- *Benefit:* reduces anxiety, regulates heart rate, and promotes overall relaxation.

### Emotional connection and psychological well-being

- Observing the waterfall evokes positive emotions, pleasant memories, and a sense of connection with nature.
- *Benefit:* strengthens emotional well-being, mental calm, and regulation of affective states.

### Relaxing sensory stimulation

- Visual (water, light, environment) and auditory (waterfall sounds) integration.
- *Benefit:* activates multisensory relaxation and mindfulness.

### Mindfulness and guided meditation

- Focusing attention on the sound and movement of the water.
- *Benefit:* promotes concentration, body awareness, and sustained relaxation.

## Guiding questions for working on the emotional dimension

- “Observe the flow of the water—what sensations does it produce?”
- “Feel how your breathing follows the rhythm of the waterfall.”
- “What positive memories or emotions does this place bring to you?”
- “Focus on the sound of the water and allow your body to settle into a comfortable posture.”

## Suggested complementary activities

- **Deep and conscious breathing** guided by the rhythm of the water.
- **Guided visualisation**, imagining walking beside the waterfall or touching the water.
- **Progressive relaxation** of arms, legs, and trunk while observing the video.
- **Mindfulness practices**: full attention to sounds, movements, and bodily sensations.
- Optional integration of elements such as bowls of water in which participants may immerse their hands or feet.

## Expected responses in older adults

- Reduction of tension and anxiety.
- Increased sense of peace, calm, and well-being.
- Greater physical comfort and readiness for relaxation.
- Evocation of positive memories and pleasant emotions.
- Improved emotional regulation and mindfulness.

## Adaptations according to cognitive level

### **Limited mobility:**

- Breathing and mindfulness practices performed while seated or lying down, without physical effort.

### **Moderate mobility:**

- Gentle arm and trunk stretches accompanying breathing.

### **Older adults with good mobility:**

- Progressive stretching exercises, deep breathing, and conscious movements inspired by the waterfall.

## Relaxation



Once the main activity has concluded, a **transition and closing phase** begins, designed to support the individual in a gradual, contained, and respectful manner. During this stage, **simple evaluative questions** are introduced to facilitate expression of how the activity was experienced and what sensations, emotions, or perceptions it generated.

This closing phase is **supported by audiovisual material with soft, relaxing music** and harmonious, gently moving images, which facilitate the integration of the experience, promote calm, and encourage a conscious and positive conclusion to the immersive journey.

For further information, please visit our [help center](#) or contact our [technical support](#) team.

Thank you!