

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.