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Acronyms and Abbreviations

BAGSO	Bundesarbeitsgemeinschaft der Seniorenorganisationen, Federal Association of Senior Citizens' Organisations

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Executive Summary

The e-VITA project aims to develop a user-friendly health advice system in which a set of virtual coach (robot), smart phones apps, in-room sensors and wearable are included, and services offered by human coach who work together with the system to maintain and improve the user's healthy lifestyle. The use of the internet and devices by older people is increasing year by year, and such technology has become an established way of life, facilitating communication and widening the range of activities for older people, in terms of usage, however, it is limited to e-mail and information searches in many cases. While the internet is beginning to be recognized and utilized as something very familiar, many people are not able to access its very useful functions. It is due to the lack of supporters who can carefully instruct them about the equipment, etc.

Therefore, we have decided to support users in acquiring skills by creating user-friendly equipment manuals, teaching users how to use the system and deploying support personnel (Trained human coaches) to assist them in this process.

This deliverable summarizes the concept and nature of the end-user technical training and of these support activities, human coach training. In addition, the progress of the human coach training at each test center in EU and JP are reported.

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1 Introduction

The following chapter describes the theoretical structure of the end-user and human coach trainings. For this purpose, the geragogical principles according to Bubolz-Lutz et al. (2022) are explained as well as the Six Questions of Didactics (Schlutz, 2006) and Person-centered approach according to Rogers (1951; 1959) The concepts form the theoretical basis of the training courses explained in chapters three and four.

2 Training Concept

The training concepts presented here include on the one hand the End-User Training, which aims to teach the participating older adults of the e-VITA proof of concept study the skills they need in the practical use of the virtual coach and the associated sensors. On the other hand, the Human Coach Training is described, which in turn aims to train group of older adults volunteers, researchers and university students to support the end-users in the use of the virtual coach and to assist them in meeting their needs. Both concepts are based on Schlutz's (2006) six didactic questions, which are described in more detail in the following chapter.

In addition, the teaching of the educational content by the trainer is based on the person-centred approach according to Rogers (1951; 1959). Since the end-user training is about the education of older adults from the age of 65, the geragogical[1] principles of education design according to Bubolz-Lutz et al. (2022) are also considered. Both concepts are described in more detail on the following pages.

2.1 Six questions of didactics

Didactics deals with the processes of teaching and learning, which must already be taken into account during the creation of a training concept. In order to support and structure this process and to enable target group-oriented training implementation, certain guiding questions can be used (Gundermann, 2019).

[1]According to Mieskes (1971), geragogy is understood as the "pedagogy of the ageing and old person".

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Both educational concepts presented here are based on the six questions of Schlutz's didactics (2006) (Fig. 1). These include, according to Reich-Claassen and von Hippel (2016, p. 8):

(1) the situation of use (For what?)

(2) the target group and needs (For whom?)

(3) the learning objective and the qualification (What for?)

(4) the contents (What?)

(5) the organisational form and methodology (How?)

(6) Media and place of learning (With what? Where?)

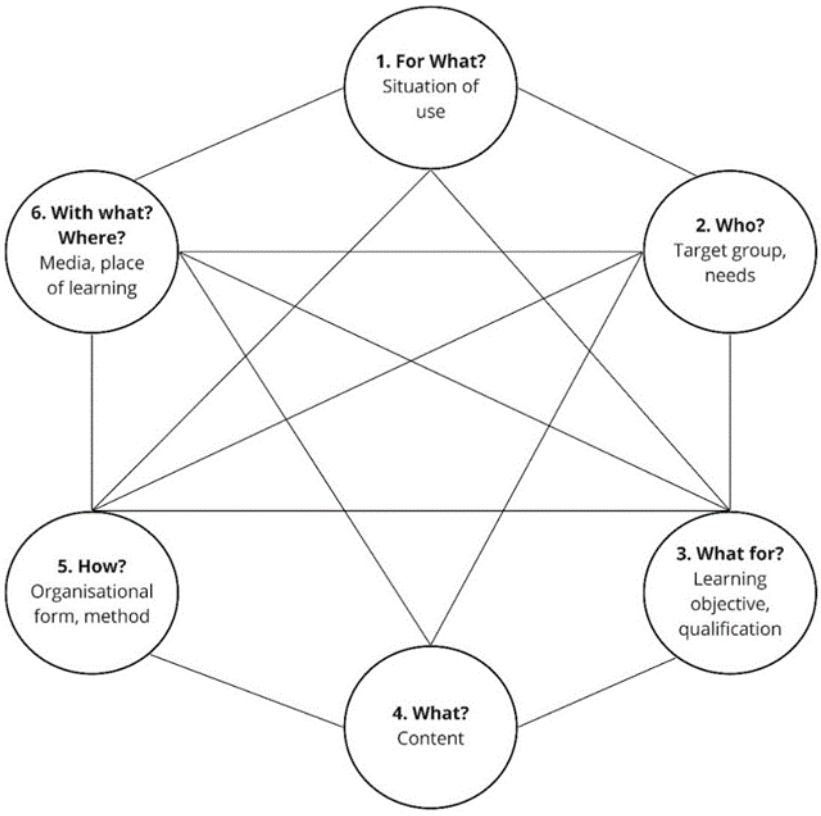

Fig. 1 Six questions of didactics (own translation, according to Schlutz, 2006)

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The *FOR WHAT?* deals with the goals that the offer (in this case the training) pursues and the utilisation aspect that it has for the participants, i.e. how what is learned can be applied in the context of the target group's life.

The target group (*WHO?*) describes the potential participants and their educational prerequisites (e.g. socio-economic status, socio-cultural factors), motivation and educational needs should already be taken into account when planning the training.

The question *WHAT FOR?*, addresses the learning objective and the qualification that is to be achieved with the training. Learning objectives within the offer have the function of being able to plan in a goal-oriented way and to determine possible partial goals. In addition, it is a matter of streamlining the contents of a training course in a meaningful way (Schlutz, 2006). Participants should also be directly involved in setting the objectives of the training. The learning objectives indicate what participants should have achieved at the end of the training in terms of the cognitive level (knowing, understanding, knowing), the affect (interests, pleasure in learning, cooperation) and the psychomotor area (mastering, coordinating) (Reich-Claassen & von Hippel, 2016, p. 11).

In order to achieve learning goals, learning content is needed (*WHAT?*). Decisions on content are based on the goals of the institution (or project) and at the same time are oriented towards the needs and interests of the target group. The defined learning content should also be reflected in the event titles and announcement texts (Reich-Claassen & von Hippel, 2016, p. 12).

The *HOW?* asks about organisational forms and methods to be used to conduct the training. This includes the general form (e.g. seminar or lecture), but also the timing and the time window (several times a week, weekly etc.) must be considered here. The methods refer to how the learning content is to be conveyed to the participants (e.g. interactive vs. frontal) and is oriented towards didactic principles (Reich-Claassen & von Hippel, 2016, p. 12-13).

Learning places and spaces are determined by the “WHERE” and include the places and spaces that participants go to for training.

According to Roth (2003), the design of learning places and the organisation of learning have a significant influence on learning success, as these are stored together with the actual knowledge. At this point it should also be considered whether online formats are appropriate or whether the training should be implemented in a face-to-face format. The media used (whether online or face-to-face) should also be geared to the needs of the participants (see geragogical principles, point 8) (Reich-Claasen & von Hippel, 2016, p.13-14).

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2.2 Person-centred approach according to Rogers

The basis of the person-centred approach is the human image of humanistic theory. According to Nixdorf (2012, p. 14), the theory assumes that *"the motivation of human beings to behave in a certain way has self-realisation as its goal".* Furthermore, the theory assumes that humans are inherently good and social, strive for self-actualisation and want to realise their own potential. Furthermore, humanistic approaches see the human being as an individual being.

Therefore, the interaction between the trainer and the participant is non-directive and characterised by a cooperative and symmetrical relationship. The participants are therefore at the centre of communication and there is no *"advice, admonition or interpretation"* from the trainer (Nixdorf, 2012, p. 18). It is also fundamental for the interaction that the participants *are "regarded as basically independent, active, competent and autonomous"* and not as *"immature" (*Nixdorf, 2012, p. 18). This view of human beings serves to create a climate of *"conducive psychological attitudes"* (Rogers,1983 after Nixdorf, 2012, p.19), which is achieved through an open, appreciative and non-judgmental interaction between trainer and participants (Nixdorf, 2012, p. 19).

In order to create such a climate, trainers need to have certain attitudes and skills. Rogers describes three factors in this regard: congruence, unconditional positive regard and empathetic understanding (Nixdorf, 2012, p. 19).

Congruence means that the trainer is transparent and genuine in his or her behaviour and thinking, i.e. there is no contradiction between experience and behaviour towards the participants. This includes that the trainer does not put up a façade and does not display a "professional demeanour" (Nixdorf, 2012, p. 19). The basic assumption is that the openness and authenticity of the trainer makes it possible for the participants to gain trust and thus to address problems. This trustworthiness also encourages the participants to be open and genuine in their behaviour (Nixdorf, 2012, p. 20).

Unconditional positive regard involves recognising and valuing participants as autonomous and self-reliant individuals. This positive regard is not conditional and is independent of the trainer's morals and values. Feelings, expressions and experiences are an expression of the personality of the participant, which the trainer has to respect.

Empathic understanding means being able to put oneself as well as possible in the shoes of the participants and to empathise with and understand their feelings (empathy). At this point it is about

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being able to experience the inner emotional world of the participants without giving up one's own, outside position. This empathy enables the trainer to have more clarity about the subjective experience and reality constructions of the participants. It is important that the trainer's own empathy is also communicated non-verbally through body posture, voice, tone of voice, gestures and facial expressions (Nixdorf, 2012, p. 21).

In order for the participants to experience the image of humanity described here, certain communication techniques are necessary. *Active listening* is central to this. This should ensure that statements made between the trainer and the participants reach the respective interlocutor in the way they were meant. Nixdorf (2012, p. 23) suggests several conversation techniques for this purpose; selected ones will be discussed below.

First of all, the trainer must show *genuine interest in* the participants. This is achieved, among other things, by asking questions and/or adopting an approachable posture. Furthermore, the trainer must show restraint and not interrupt the participants, as well as consciously refraining from self-reference *(e.g. "yes, that always happens to me ...")* (Nixdorf, 2012, p.23). Furthermore, it is important to *listen with all senses.* This means that the trainer also engages with the non-verbal and para-verbal communication of the participants to get information about their emotional state. Another technique to show sincere interest in the participants is *paraphrasing.* This involves picking up certain key words and reproducing the core statements of the interlocutor in his or her own words. The aim is to signal that the interlocutor's statement has been heard and understood, and to prevent misunderstandings (Nixdorf, 2012, p. 23f). In order to encourage the participants to reflect, the trainer should also ask *open questions.* However, suggestive formulations should be avoided in order to encourage the participants to really express their opinions (Nixdorf, 2012, p. 24).

2.3 Geragogical principles for the design of education

Since the end-user training is primarily for older adults aged 65 and over, the geragogical principles for designing education according to Bubolz-Lutz et al. (2022) should be taken into account when teaching the training content. This concept consists of a total of eight principles that should ensure educational success in work with older adults. The overriding principle is the differentiation in the learning process as a central feature in the education of older adults. *"Differential education"* means that individual needs, prerequisites and motivations of the older target group must be taken into account in the educational arrangement (Bubolz-Lutz et al., 2022, p. 150). Thus, the heterogeneity of age and inter-

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and intra-individual differences in the learning process must be met with diversity and differentiation (adaptation of sequence, degree of severity, methodology, etc.) (Schramek & Stiel, 2020, p. 12)

1. Linking reflection, learning and action:

   Education is understood as a source and stimulus for shaping individual life, personal relationships and the overall social situation. This includes the use of action-oriented educational approaches with the aim of orienting knowledge and competence towards one's own options for action in everyday life and thus creating a reference to application (Holzkamp, 1993 after Bubolz-Lutz et al., 2022, p. 155). For the teaching of technical knowledge and- competence, this means that in addition to the reference to application, the recognition of a subjective meaning is also decisive in order to adapt one's own actions and to integrate new knowledge in a sustainable way (Schramek & Stiel, 2020, p. 11).

2. Learning through experience and exchange of experience

   In order to be able to learn new things and re-learn old things, knowledge gained from experience must be used. This knowledge forms the basis for interpreting and coping with current action requirements (Bubolz-Lutz et al., 2022, p. 157). The exchange of experiences between the participants can be used as a learning opportunity due to the different life experiences and perspectives of the participants (Bubolz-Lutz et al., 2022, p. 158). In this context, it is the task of the teachers to moderate the exchange. This includes, in particular, uncovering and appreciating existing experiences, initiating a review of existing experiential knowledge and encouraging a change of perspective.

3. Thematisation of thelearningbiography

   Often, the learning biography of older adults proves to be a barrier, as previous learning experiences are often associated with negative emotions. This leads to a lack of confidence in their own ability to learn (Bubolz-Lutz et al., 2022, p. 159). Bubolz-Lutz et al. (2022, p. 160) suggest directly addressing previous learning experiences and asking about them, so that at the same time it is possible to find out together with the learners what an optimal learning setting would look like.

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4. Self-determination in the learning process

According to Deci and Ryan's (1993) self-determination theory of motivation, educational motivation increases through opportunities for self-determination (Bubolz-Lutz et al., 2022, p. 160-161). In this context, professional teachers are companions of the learners and ensure the quality of the educational experience (Schramek & Stiel, 2020, p. 11). The learning older adults, in turn, are responsible for their learning process. In doing so, the learning facilitators draw on the experiences and knowledge of the learners and establish a connection to their biography and everyday activities. A trust-promoting and error-friendly atmosphere is important, especially for people who have had less experience in formal educational contexts (Bubolz-Lutz et al., 2022, p. 164).

5. Contact and affiliation

The ability to establish relationships with oneself, with others, with one's own environment, but also with institutions and society, and to link these to topics and content in the learning process, represents a basis for the design of learning processes (Schramek & Stiel, p. 11). Reich-Classen and von Hippel (2016) point out with Stanjek (2015) that participants who feel socially included in a group or institution report positive learning experiences. In this context, teachers see themselves as providers of contact and communication opportunities. This includes providing inviting training venues and open and easily accessible offers of guidance (Bubolz-Lutz et al., 2022, p. 166).

6. Dealing with values in the learning process

The values of a society, especially in relation to age, enter the self-image and self-assessment of older adults. Especially in the context of technology education, it becomes clear how strongly negative age stereotypes and attributions (from society and family) can have an impact (Bubolz-Lutz et al., 2022, p. 166). (Unconscious) attitudes and values thus have a lasting influence on learning and educational processes. In addition, restrictive, discriminatory or deficient ideas from third parties, but also from the target group, must be critically reflected and taken up in the learning process. This also applies, for example, to individual technological devices (Schramek & Stiel, 2020, p. 12).

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7. Integration of social space and living context

   This principle means that education in old age must relate to the life context of older adults and their subjectively experienced conditions. The integration of the social space also means spatially low-threshold conditions and access (Bubolz-Lutz et al., 2022, p. 169). Technology education should also be geared to the life contexts of the participants. The starting point is the own experience of the older adults and their individual attempts to cope with problems (Schramek & Stiel, 2020, p.12).

8. Designing stimulating learning environments and safe learning places

   The premises must be conducive to the development of sustainable learning processes and create a sense of security. Learning can be supported by a variety of methods, different media and the use of digital solutions (Schramek & Stiel, 2020, p.12).

Schramek and Stiel (2020, p. 11) add the principle of the equal attitude of teachers and learners in the educational context regarding technology education for older adults. This includes symmetrical communication at eye level and both teachers and learners are recognised as equal experts in other fields.

3 Training structure

After the theoretical basics of the training have been explained, a detailed description of the structure and content of the end-user and human coach training will follow. For this purpose, the six didactic questions described above are used for each training course.

3.1 End User Training

The end-user training serves to introduce the study participants of the proof-of-concept study to the technologies used. After the training, the participants should be able to use the sensors, the smartphone (and the associated apps) and the virtual coaches independently. In addition, the data collection and use, as well as the rights of the study participants that go hand in hand with this, are

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explained transparently during the training in order to allay possible fears and to explain the purpose of the study in an understandable way.

At the same time, the general technical competence of the individual participants is to be strengthened so that they can also deal confidently with new technology in everyday situations. Structure and content of the end-user training is now explained in detail below.

1. For what?

Situation of use

In the training, people learn to use the e-VITA system and the virtual coach and sensors independently. In addition, the participants will be given problem-solving strategies on how to solve certain technical problems on their own and in which cases they should contact the technical support (human coach). In addition, the older adults will be trained in handling their own data. This includes understanding how data is recorded and processed within the project, as well as how to regulate it independently.
As the training mainly works with older adults (see point 2). The training takes into account geragogical principles (Buboltz-Lutz et al. , 2022; Schramek & Stiel, 2020) to ensure optimal learning success.

2. For whom?

Target group

Older adults aged 65 and over who would like to use the e-VITA Coach are the primary target group for the training. The persons live independently at home, alone, with a (spouse) partner or possibly also in alternative living settings (shared apartment, multi-generation house). The persons have no or only slight limitations in their intrinsic capacities. With regard to technical skills, information should be obtained at the beginning or before the training is carried out about which technologies the participants are already familiar with and how they assess their skills in this respect, in order to deepen the content of the training in this respect or to make it easier.
However, other target persons of the trainings can also be relatives of the primary end-user, in order to also receive information about the technology or to learn how to operate it and what needs to be considered when installing it in their own home.

Since the target group will be predominantly older adults, the heterogeneity of the group must be addressed in addition to taking geragogical principles into account. This means that the different social backgrounds and biographies as well as differences in technical competence have to be taken into

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account and the training concept should be adapted in different parts depending on the group composition in order to meet these circumstances.

What for?

Learning objectives and qualification:

Participation in the training is intended to improve technical and media skills and to enable independent and confident use of the e-VITA Coach. Concrete goals are:

- Discovering and improving one's own technical competence
- Independent and safe use of the e-VITA system
- Learning problem-solving strategies
- Independent management of own data (see below)

Furthermore, participants should be informed about the use and processing of their data. This means:

- The use and collection of own data can be controlled independently
- Data collection can be regulated if necessary (self-determined handling)
- Participants are clear about how their data will be used and processed in the project
- Digital sovereignty

The older adults and their relatives, if any, should be actively involved within the training and encouraged to participate actively.

3. What?

Contents of the training courses

The training consists of 4 modules(see Annex 1), which build on each other. For each module, at least one learning objective is formulated which has to be achieved. The choice of methodology and delivery can be flexibly adapted to the different group compositions and the individual needs of the participants. In the individual modules, aspects of media competence (Schramek & Stiel, 2022) are dealt with in a project-specific manner in relation to the e-VITA system:

- Media and equipment
    - Know what the technology can be used for in one's own life context.
- Media and technology use

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- Ability to use technology passively, consumptively and interactively and to use it according to one's own life context and needs.

- Media and technology design
  - Recognising possibilities, consequences and risks as well as potential hazards through technology in the form of a critically reflective debate. This also includes being able to critically weigh up use and non-use.

The training takes place on one or two days (depending on the group). A training day should contain a maximum of six hours including breaks. The BAGSO (Bundesarbeitsgemeinschaft der Seniorenorganisationen, Federal Association of Senior Citizens' Organisations) suggests a break of at least 15 minutes after 45 minutes. Generous breaks should be considered especially for day or weekend courses (Haring et al. , 2019) The training is supplemented by a module manual. A description of the individual training contents (modules) can be found in Annex 1.

4. How?

Methodology

The training lasts 1 - 2 days, depending on the pace and needs of the participants. The days should not exceed 6 hours including breaks. The breaks can be arranged individually with the participants. The training can be held on two consecutive days or should be held within 2 weeks.

The number of participants should be around 10, although this also depends on the availability of the various technologies. As the use of virtual coaches is to be worked on in small groups, the number of people within the small groups should not be less than two or more than five. When teaching the contents as well as when communicating with (individual) participants, the aspects and conversation techniques of the person-centred approach according to Rogers will be taken into account (see chapter 2.2)

The contents of the training follow the geragogical principles for the design of education (Buboltz-Lutz et al., 2022).

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5. With what and where?

Place of learning and media

Training in face-to-face format is recommended to ensure that participants have direct access to all the technologies they need. Depending on the needs of the group, face-to-face and online formats can also be combined. It is conceivable, for example, that modules 1 - 3 are held in a face-to-face format and modules 4- 6 online via meeting platforms. However, even with online formats, it is important to ensure that all participants have the opportunity to actively participate in the training and that it is diversified with different media (see below).

The basis of the training, whether in presence or online, is the corresponding PowerPoint presentation (Annex 3). In a face-to-face event, this should be supplemented by various media such as flip charts, whiteboards or pin boards. In addition to a laptop and beamer, a sufficiently large screen is required for the presentation in presence. In addition, the use of a presentation case is recommended, which is equipped with different coloured notepads in various sizes, felt-tip pens (e.g. Edding), adhesive dots and drawing board pens and can be stocked up with further materials as required. For online events, the presentation should also be supplemented with various media. These can be different formats such as Miro-Board or Mentimeter (https://www.mentimeter.com/), as required. In addition, software should be used that allows the smartphone screen to be transferred to a desktop so that the procedure for using different apps can be illustrated to everyone via a beamer or screen-sharing.
The training is accompanied by a manual that summarises the contents of the individual modules. This manual leaves room for individual notes by the participants during the training, provides further information on certain topics if necessary and serves as a reference book for home.

The training locations can be determined independently by the respective project centres. It is important to ensure that the training location is easily accessible and that the rooms are of an appropriate size. Depending on the size of the training room, a second room can be helpful for group work in order to have enough space to try out the equipment. Regarding catering, hot and cold drinks should be provided, as well as a midday meal and snacks if necessary. Depending on the project centre, this can be implemented internally or by external service providers.

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3.2 Human Coach Training

1. For what?

The following items are set as goals to be pursued in human coach training

- To be able to explain devices and other equipment to users by referring to the device manuals and responding to them.
- To be able to propose solutions when there are problems in the use of digital devices.
- To be able to explain how to talk to a virtual coach
- Acquire conversation and coaching skills to guide the user towards a healthy lifestyle

2. For whom?

Human coach who provides coaching to users participating in the POC is responsible for supporting the user's use of the virtual coach and promoting awareness and behaviour change towards healthy lifestyle habits. The human coaches are recruited from local community, researchers, university students depending on the suitability at the study centers. The requirements for being a human coach are therefore as follows.

- Those who understand robots and other digital devices and can teach users about digital devices in easy-to-understand language.
- Trustworthy and have experience of volunteering
- Have hospitality skills
- Have continuity
- Gentle people who are willing to help you with your problems
- Someone who does not instruct, guide or persuade
- Someone who is willing to try to understand people's feelings
- Someone who will deal with you on an equal footing

3. What for?

The first objective to be achieved is to learn how to use and maintain digital equipment, referring to manuals, so that users can be supported in using their virtual coach. They also learn how to teach and talk to older people so that they can understand them. See end-user training for details.

The second goal is to Learn coaching skills so that they can have conversations that encourage awareness and behaviour change towards healthy lifestyles. At this time, supporting users to increase not only the frequency of their health behaviours, but also their autonomous motivation, will promote

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their wellbeing. Therefore, virtual and human coaches are required to coach users in such a way that their motivation is maintained and increased. The project also seeks synergies between the virtual coach and the human coach. Therefore, the human coach needs to understand the three-way relationship with the virtual coach and the user, and also to work to establish a relationship between the user and the virtual coach, and learn about their own position.

4. What?

The content of the study was determined by taking into account the opinions of the human coach leaders of the same generation of the target group and adjusting the schedule so that the study could be carried out in about five days. First, an easy-to-understand manual with plenty of diagrams was prepared for each device, which was followed by learning how to use the device. See end-user training section for details of the learning content.

The content of this material consists of three chapters. Chapter 1 is the basic concept of coaching, Chapter 2 is the four coaching cycles and Chapter 3 is how to practise coaching at different motivational stages of the user.

First, Chapter 1 provides a definition of coaching, the role of the human coach and what the coach does with the user (Coach A & Suzuki, 2019; Suzuki, 2005). We explained that coaching involves helping users to achieve their desired way of life through dialogue. At this point, we emphasised that it is the user who takes the initiative and the coach is only a 'supporter' who guides the user. Human coaches must avoid over-motivating and taking away the user's initiative. In addition to the Trans Theoretical Model (TTM) theory intervention techniques (Matsumoto, 2002; Kuwahara et al., 2007; Mori et al., 2017; Akamatsu & Takemi, 2007), the communication style is recommended in Motivation Interviewing (MI) guided style of interviewing (Kitada & Isomura, 2016), as MI does not require user stage identification like the TTM used in this project, so they are not the same theory. However, both theories are said to be compatible and complementary, and we believe that the spirit and basic skills of MI are also useful in coaching TTM in many aspects.

Chapter 2 presents the three coaching cycles based on 'review/reflection' and shows what the user practices in each cycle and what the human coach supports them to do. "Knowing your health condition", "Decide on a theme" and "Put into practice ",. Examples of specific conversations between the human coach and the user are shown to give an idea of the kind of support the human coach should provide.

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Chapter 3 then outlined the three motivational stages of the user and presented the coaching content for each stage. In this coaching, the motivational stages of users are categorised according to whether or not they are interested in and take action on health behaviours. Those who have no interest, and no action are classified as 'precontemplation stage' and those who have interest in health behaviour but have not yet taken action are classified as 'contemplation stage', Those who are interested, and acting were defined as "preparation stage". In the first half of the chapter, we showed what users in each motivational stage looked like and included a quiz-style exercise to help human coaches categorise users by stage. In the second half of the chapter, we described the specific coaching content to be given to users in each motivational stage, using example dialogues.

Finally, we summarised the previous content and presented key points. For human coaches, the amount of information to be learnt in this material is massive, so we should indicate at the end the key points that we want them to remember. We then presented the following quote from MI founder Dr William Miller on the role of the coach: 'You are not wrestling. You are dancing!" (Kitada & Isomura, 2016). This is the spirit of MI, but we believe it is also common to the spirit of this coaching, which is 'not intrusive' to the user. Our materials will support the human coach to be on an equal footing with the user, caring for and accepting them and eliciting their ideas and solutions.

In addition, we will deepen our understanding of the following content regarding the position of the human coach as indicated in the For What section. Consider the synergy between the virtual coach and the human coach in terms of two and three-party relationships in interpersonal relationships. When the virtual coach and the human coach intervene with the user at the same time, a tripartite relationship is established between the user, the virtual coach and the human coach. In a three-party relationship, there are three different relationships between the two parties, and in communication between any two parties, the person not concerned is indirectly influenced by the communication behaviour of the two parties and also influences the communication behaviour between them as a shared place (Ohbo, 2004). For example, when a user is discouraged because of poor communication with a virtual coach, the human coach addresses the user in the following way. 'That virtual coach will learn by talking to you, so why don't you take some time to try?' In making such a call, the human coach first conducts an assessment of the user while interviewing the user, and at the same time makes inferences about the bilateral relationship between the user and the virtual coach. In other words, the human coach coaches the user while sharing a third person, the user and the virtual coach. In addition, when the user takes advantage of the coaching from the human coach and receives coaching from the virtual coach, the third entity, the human coach, influences the user-virtual coach bilateral relationship. In this way, the three-way relationship between the user, the human coach and the virtual coach is

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considered to be a complementary relationship that is created by sharing and being influenced by a third entity that is not the one concerned in the direct involvement. In the previous example, the human coach not only covers the virtual coach's weaknesses by using his/her own strengths, but also supports the user to find meaning in his/her involvement with the virtual coach. Thus, such a three-way relationship can maintain or even increase the user's behaviour and motivation through an interaction process that is powerfully different from a two-way relationship between the two parties. Therefore, the additive effect in a two-party relationship can be developed into a synergistic effect when both the human coach and the virtual coach are involved with the user in a complementary way.

5. How?

Human coach leaders, researchers should prepare the settings of human coach seminars. Such organization should be done by personnel who can be available when the human coach team are deployed in the real society. Since we aim to create a team of human coaches, they should be gatheredin person for training seminars.

The training consists of 5 days or depending on the number of contents they are learning. In the case of E-VITA project, the seminars are consisting of both technology and coaching skills therefore at least 120min. 5 days are needed.

During the 5 days, 3 days technology and 2 days coaching activity learning are scheduled. First day is to learn the overall activity is introduced as a guidance then the coaching skills including lecture on ageism, gender, ethical including personal information treatments and helping skills, coaching skills are introduced by a assigned researcher. The practical way to have communication with older adults is followed. The human coach should review the material after the seminar and put together if there are any questions to ask during the consecutive training seminars. In the following 3 times, digital devices are introduced one at a day starting with ones that is already familiar such as smart phone, wearables followed by devices what is new to them such as robots and hologram. Such sessions should be achived as small group as possible. one instructor for 5 learners are considered maximum unless the learners are already familier with such devices. on the last day, more practical matters should be introduced and have a chance to practice run using assessment sheets which contains items to be communicated between the human coach and end-user during the POC study. the assessment sheets contain questions related to the user's attitudes towards health in this case, motivation levels as well as background information such as age, social and living conditions. The detailed schedules are shown in annex two.

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6. With what and where?

Any community centres or local available locations conveniently accessible should be selected for training seminars but in the case of E-VITA, the POC study centre offer a place for seminars.

Materials:

For the technology sessions, these materials are paper-based manuals. In addition, the required devices with Wi-Fi connections are also prepared by the trainers. In case of E-VITA POC study, the follow-up seminars (debriefing) are offered every 2 weeks for human coaches. The devices identical to those used in the POC study, such as experimental smartphones and wearable equivalents, should be distributed to the human coaches so that they can experience them in case of software updates, become familiar with the devices, and come up with additional questions that end users may ask and also study how to deal with problems. All findings and problems should be presented at a regular human coach debriefing session and shared with other human coaches to gain a sense of their role in the team.

For the coaching sessions, the PowerPoint materials are used to help human coaches deepen their understanding of coaching and learn specific methods for putting it into practice. The material consisted of PPT slides that were videotaped and viewed by each human coach; the advantage of using PPT material as video material is that it can be stored as a record medium and used for future research, as well as being available for repeated study by human coaches. The researcher should be available on-site to answer any questions. As for the technical sessions, the follow up debriefing should be managed every 2 weeks. The goal of these face-to-face debriefings is to reduce anxiety, build confidence as human coaches, and strengthen team bonds. The debriefing session will also encourage the participation of community inclusion social welfare councils, municipal welfare members, technology companies, and other companies that deal with products for the elderly, to spread awareness of the importance of these human coaches and how they work, and to build a community where they can work together.

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4. Training in Europe

4.1 Italy

As far as the training of participating users in Italy is concerned, it took place in two different ways.

For most users (n=13), recruited before July 2023, the training took place at the person's home. In this case, the user had already received some initial information about the project and the devices by telephone and an appointment was arranged at that time, the purpose of which was to show the devices and their functioning.

On the day of the appointment, the human coach and a technician went to the user's home, bringing the devices (the smartphone and home sensors). An explanation about the various devices and their operation was given on this occasion. In addition, the human coach and technician answer any doubts or criticisms expressed by the user. For the remaining users (n=7), recruited during the month of July, the training took place at the YOUSE laboratory of the INRCA, during the first week of August. This was decided both to fit in with the schedules of our technicians and human coaches, and to allow the users to see our lab and the project devices, before deciding whether or not to participate. Again, individual meetings were organised with each participant, where they were shown the smartphones, smartwatches and home sensors. In this case, Gatebox was also presented to the users. Again, users were able to ask questions or resolve any doubts about the project. After each session, willingness to participate was requested and, recruitment questionnaires were administered in the event of a positive response.

Feedback

In general, all users appreciated the training phase, which they considered indispensable for the decision to participate in the project. This phase served to get hands-on experience with the various devices, realise the various potentials and also the actual time it would take to perform all the tasks, a point on which many participants were rather hesitant.

In any case, some complications and malfunctions of some applications emerged during the training, in particular the nutrition chatbot and the social chat. Concerning Gatebox, which was only shown to the second group of users, only some functionalities were proposed because it was not yet fully stable (long reaction times, inconsistent answers to some questions). However, some users showed appreciation for Gatebox, although it was made clear to them that some functions were still under development.

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4.2 France

To adapt to the availability of the French participants during this summer period, two training sessions have been scheduled.

The first took place on August 8, 2023 at the Broca Living Lab, from 10am to 5pm. This session brought together six women. The session was led by the project manager of e-VITA project.
The second will take place in September, on a date to be determined according to participants' availability.

During the learning session, a ppt support with videos was presented, participants received a tote bag containing the user manual, the booklet, the phone, the smartwatch, the NeU device, the Netatmo and for 3 of them a tablet.

The day began with a presentation of the participants, the project and the phone. There was then a 10-minute break, followed by a presentation of the Netatmo and the NeU Band.
A lunch break took place at the Broca hospital restaurant.
After lunch, the smartwatch and e-vita applications were shown and tested. After another break, the tablet, Gatebox and privacy dashboard were presented.
During the day, participants were able to test the devices and practice their handling.

Feedback
Overall, participants appreciated the opportunity to meet up, exchange telephone numbers and have lunch together.
However, they found the number of technologies important, and sometimes complicated to understand and use. The project manager had to help everyone get to grips with the technologies.

In addition, there were a few malfunctions of certain applications (nutrition chatbot, dialogue manager, ABC) during this session. Some applications were not usable for French participants (Brain and meditation; location-based service; activity tracking, data management).

As for the functional Gatebox, it was shown only briefly, as its system is not very stable (weather, current events, news).

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4.3 Germany

The end-user training for Germany was conducted by the project consultant of CARITAS and took place on the premises of the institution. The first training (training day 1, module 1-2) took place on 04.07.2023 with a total of five persons from 9:30 AM to 15:00 PM. On training day one, each participant received a bag containing the different sensors (smartphone, Huawei smartband, additional charger, Netatmo room air sensor), as well as the corresponding manuals, T0 questionnaires and the booklet. The catering was organised by the internal kitchen of CARITAS. Mainly due to the holiday period, some test persons could not participate in the first part of the training. However, the group size of five persons enabled intensive support for each participant and questions that arose could be answered in detail.

The second part of the training (day 2, module 3-4) was conducted with four persons on 11.07.2023 from 9:30 AM to 15:00 PM and with three persons on 13.07.2023 from 9:30 AM to 14:00 PM. Within each of these two groups there was one person who could not attend the first day of the training. These persons thus received the above-mentioned bag and its contents on the second day of training. However, these persons could be brought up to the same level of knowledge as participants who were already present on training day 1 by means of a detailed repetition unit in the first part of the training day.

As some technical applications were not yet operational and the group size was kept relatively small, the participants of day 2 received a practical presentation of all virtual coaches (Gatebox, NAO, Tablet and Celeste). As Celeste was not yet operational, it was shown but only presented theoretically. In addition, content on the Digital Enabler and the Privacy Dashboard could not be taught, as these were not yet usable for the end users at the time of the training. Alternatively, more time was given for questions and repetitions. In addition, the ABC app and the XB-01 neurofeedback sensor were discussed in more detail.

End-User Feedback

On day one, the participants had the opportunity to evaluate the first day of the training anonymously via Mentimeter. The following questions were used for this purpose (Fig. 1) with a scale from 0 (don't agree at all) to 10 (fully agree):

- The explanations were understandable (blue)
- The speed was appropriate (pink)
- I used my time wisely (red)

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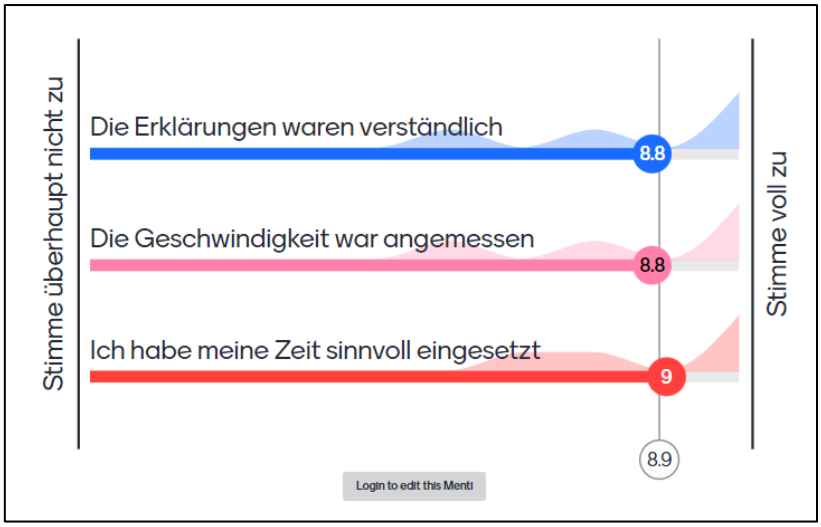

Fig. 2: Query for the evaluation of the first training day

The survey shows that the participants were generally satisfied with the training and felt that their time was well spent.

On the second day of the training, the participants had the opportunity to give their feedback in written form, anonymously. The small group size and the relaxed atmosphere of the training were rated positively. In addition, the individual approach to questions and problems was appreciated. The participants found the training well-structured and were able to follow the contents well.

For some participants, the content of the training was too extensive. The limited functions of the virtual coaches and the lack of operational readiness of individual applications (e.g. privacy dashboard, ADL-App, Delta Dore Sensors) at the time of the training were highlighted negatively, as this meant that only a limited picture could be conveyed.

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5. Training in Japan

Human coach training:

Human coach leaders who are educated by the researchers on how to use and how to teach the others the E-VITA system leads the human coach seminars in principle however in the case where the researchers act as the Human coach leader the seminars are led by the researchers. The human coach leaders use the system manuals with the actual devices to teach each device a hands-on manner. There are 2 human coach leaders for 10 human coaches or a researcher for a few human coaches. The teaching was consisting of around 2hours for each day for 5 days. To avoid overwhelming of learning, only one device was introduced per day. To establish the tools for working as a team, they first learn how to use communication apps, including Line (Whats-up). Then, if necessary, the coaches were made to take their smartphones home and review how to use them, and also to start communicating with each other to be more familiar and to collect questions as they use it. Therefore, teaching and Q and A is possible among the human coaches themself afterward. For the case of question, the answer was provided right away during the seminar so that the human coach is clear each day supported by the human coach leaders and researchers. For the coach training, the human coaches watched prepared education video mentioned above then were freely questions if any to the study center researchers. the close scheduling of 5 days seminar is indicated in annex two.

End-user training

The training was based on the paper-based device manuals. The number of devices and manuals are prepared by the developers and researchers at the POC study sites first. The manuals were repeatedly revised with the support of the human coach leaders so that the manual is easy to follow by any anyone who are not familiar with the technology with many screenshots for smartphones, wearable and tablets and pictures for the virtual coach and indoor sensors.

First training: End-user training sessions were organized by human coach leaders in Japan. A trained human coach specializing in the assigned device (Daruma, NAO, Gatebox or Tablet) was paired with a few users. Such pairing takes into account the user's preference in terms of gender. The training started with the introduction of the smartphone, with all the apps downloaded beforehand. All introductions were done by following the device manuals. The training duration was about 3 hours with a break.

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Second training: The second training was organized by the researchers and was conducted at the user's home. The devices were placed at the preferred location in the home and connected to the wifi, the smartphone and the wearable were given to the users. With a set of user manuals, the process was reviewed and there was time for questions and answers. The second training session lasted approximately 1 to 2 hours.

Follow-up:

Human coach contacts the user the first days to ensure that there is no confusion and start using the devices at home. The communication tool like LINE app was available in case of questions and to announce important matter to the users all the time. However, in case of emergency, the end-users were instructed to contact the study centers.

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Annex

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Annex 1

Module description – End-User Training

<table>
<tr><th colspan="3">Modul 1</th></tr>
<tr><td colspan="3">Title: Basics and get to know</td></tr>
<tr><td colspan="3">Duration: around 2:15 h</td></tr>
<tr><td colspan="3">Overall goal:
The module aims to give all participants an introduction to the topic, to get to know each other and to determine their own technical competence and that of the group.</td></tr>
<tr><td colspan="3">Methods:
• Lecture (project presentation)
• Interaction within the group (getting to know each other game, technical experience)
• When assessing technical competence, for example, a coordinate system or graph can be drawn on a flipchart/whiteboard, the participants then come to the front and enter their technical competence with a cross or a sticky dot (if necessary, the flipchart can be turned around so that the assessment is "anonymous")

Material:
• PPP
• Flipchart/whiteboard, pens (for getting to know each other game and determining technical experience)</td></tr>
<tr><td colspan="3">Contents:
• Introduction and getting to know each other
• Basics of the project and PoC
• Own experiences with technologies and examination of one's own technical competence
• Theoretical introduction to the equipment</td></tr>
<tr><td colspan="3">Competences:
• The participants know about their own technical competence and can reflect on it.
• Participants know about the e-VITA project and the PoC process.
• The participants know their rights with regard to participation in the study.</td></tr>
<tr><th colspan="3">Structure</th></tr>
<tr><td>Time</td><td>Content</td><td>Goal</td></tr>
<tr><td>9:00-9:15</td><td>All participants are welcomed and the agenda for today is presented. Information about this, catering, where to find toilets, when fixed breaks are (and these can be rearranged if needed),</td><td>1. getting started and arriving at the first day of training
2. first questions and comments can be clarified
3. planning of (alternative) break times</td></tr>
<tr><td>9:15-9:45</td><td>Conducting a get-to-know-you game, e.g. My life in three sentences or similar</td><td>1. the participants get to know each other and each person has had a chance to speak at least once.</td></tr>
</table>

		2. creating a relaxed atmosphere, icebreaker
9:45-10:05	The e-VITA project is presented again in its key data: Who are the partners? What are the goals? What has been done so far? What does the PoC look like? Participants are also informed about their role in the study and their rights (anonymity, participation can be terminated at any time, no compensation).	1. all participants are at the same level of knowledge about the project. 2. the participants know the structure of the study 3. participants know their role in the study and the rights that go with it.
15 MIN PAUSE		
10:20-10:35	Identify own technical experience, on a flipchart/whiteboard. Participants indicate in a coordinate system how they assess their own technical skills. If desired, participants can also comment on their own assessment.	1. the group looks at its own technical competence together. 2. to find out where individuals stand.
10:40-11:20	Overview of all technical devices that are used, distribution of the wearables, smartphone and NETATMO	1. the participants have an overview of exactly which sensors they will be dealing with in the training course. 2. the participants are equipped with the necessary devices.
15 MIN PAUSE		
Modul 2		

Get-to-know game (example)

Three significant stages of one's life are written down on cards and read out in the round. Three questions are to be written on one card (or three different coloured cards) as an impulse for the round of introductions:

My life in three sentences:

- I was born .... (not when and where)

- I learned ..... (early, then, late....)

- I will go down in history as .... (it's okay to be thick here).

The participants take turns to read out their cards. They can also be put on a pin board, but reading is usually enough.

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Modul 2
Title: Smartphone and Wearables
Duration: around 3:25 h
Overall goal: *The module aims to teach the participants how to use the smartphone (incl. Apps) and the smartband in project-related situations.*
Methods: • In the best case, the user competence regarding the smartphone has already been asked before the training and existing competences are taken into account or, in case of missing competences, the group is brought up to the same level as far as possible. • Setting up the e-VITA app, Telegram, the social platform and the smartband is done practically with the whole group. • Each participant as well as the trainer go through the individual points for setting up the app/device on their own device step by step. • Ideally, the trainer can share the screen when setting up the app/device so that all participants can see directly what the trainer is doing (possibly enabled by an Android emulator on the PC) • In the case of NETATMO and NEU, the participants can set up the devices themselves at home. Before the next training day, feedback can be obtained by e-mail on whether there were any problems with the set-up or whether any open questions have arisen, which can then be addressed at the beginning of the second day. • If participants do not want to set up NETATMO and NEU on their own or if they have major problems, the devices can also be set up together during the PoC visit to the participants' homes. **Material:** • PPP • Devices: project smartphone, NETATMO, smartband, NeU Device
Contents: • Use of the smartphone with focus on the e-VITA app and social platform. • Use of the smartband and the associated app • Use of NETATMO (+app) and Telegram chatbots (at home)
Competences: • ***Technology competence*** *is improved through the multifaceted exposure to different technologies.* • *Participants are (more)* ***self-confident in dealing with different technologies*** *and in the independent acquisition of new technologies.* • *Participants are* ***able to operate*** *the smartphone, apps and sensors independently.*

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Structure		
Time	Content	Goal
11:20-12:05	*Depending on the level of the participants, basic functions of the smartphone have to be explained first (technology competence should be asked 1-2 weeks before conducting the training)* Explanation of what the smartphone is needed for in the project. Setting up the device together with the previously created Google mail address	1. All participants are at the same level of proficiency in using a smartphone. 2. Participants get to know their Google mail address and get an overview of the smartphone functions/apps they need for the project.
PAUSE – 1 H		
13:05-13:30	Setting up the e-VITA app and introducing its functions	1. Participants can log in to the e-VITA app independently and know its functions
13:30-14:00	Social Plattform	1. Participants can log into the social platform independently and can use it
15 MIN PAUSE		
14:15-14:45	Smartband: • Heart rate • Sleep • Blood oxygen	1. Participants know what the smartband can measure and what it is used for 2. Participants how to operate and use the smartband app
14:45-15:00	Questions Tasks for next time (Netatmo setup, Telegram)	1. Open questions have been clarified or will be taken up in the next training day, if necessary. 2. Participants independently install Netatmo and Telegram at home (if they want)
End Day 1		

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Day 2

Modul 3
Title: Virtual Coaching Devices
Duration: around 3:25 h
Overall goal: *After this module, participants should be able to operate and interact with their attributed virtual coaching device independently. Questions that have arisen from the first day of training should be clarified*
Methods/Material: Material: - PPP - Smartphone - Virtual Coaches (1x CelesTE/DarumaTo, Gatebox, NAO, Google NestHub) - Training Manual for each Device (with explanations of how to operate the device and tasks to be solved) Methods: - Participants are divided into 5 groups (one per virtual coach) - Each group receives a manual in which all the necessary functions of the virtual coach are explained + tasks that have to be worked out independently - The trainer is available to answer questions and provide assistance. - Afterwards, each group presents their device
Contents: - Functions of the virtual coach - Operation of the virtual coach - Speech interaction with the virtual coach
Competences: - *Improved technical competence*

Structure

Time	Content	Goal
9:30-9:45	All participants are welcomed and the agenda for the day is presented. Information about this, catering, where to find toilets, when fixed breaks are (and these can be rearranged if needed),	1. getting started and arriving at the second day of training 2. first questions and comments can be clarified 3. planning of (alternative) break times
9:45-10:00	Short mood check (check-in). For example, with the question "If I were an animal today,	1. The lecturer receives a mood picture of the group and each

Ministry of Internal Affairs and Communications, JAPAN

The project has received funding from the European Union H2020 Programme under grant agreement n° 101016453. The Japanese consortium received funding by the Japanese Ministry of Internal Affairs and Communication (MIC).

	which one would I be?".Short feedback session on how the time was between training 1 and training 2	person has had a chance to speak at least once. 2. creating a relaxed atmosphere, icebreaker
10:00-11:30 (with pause)	Collection of questions regarding the contents of training day 1 and answering these questions (if necessary, with practical exercise)	The participants' questions are clarified and they feel confident in the applications of training day 1
11:30-11:45	Theoretical introduction and presentation of the different virtual coaches to the whole group	The participants receive an initial overview of the function and structure of the devices.
Pause - 1 H		
12:45-13:30	The test persons are assigned to the individual virtual coaches in groups and discover their functions independently with the help of the instructor and a manual.	

Modul 4
Title: Data protection and data management / Closing
Duration: *approximate 1:30 h*
Overall goal: *Participants know what data is collected, where their data is stored and what it is used for.They know what to do if personal data is to be deleted and can manage their data independently via the Privacy Dashboard.*
Methods/Material: Material: - Project-Smartphone - Power-Point-Presentation - Scrcpy (or other software to be able to transfer the screen of the smartphone) Methods: - Presentation - Practical exercise on the smartphone
Contents: • Data collection in the project • Data protection principles • Managing your own data   ○ Privacy Dashboard

Ministry of Internal Affairs and Communications, JAPAN

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Competences: - *Improved Technical competence* - *Data management*		
Structure		
Time	**Content**	**Goal**
13:30-14:00	Participants are introduced to what data is collected and when, and where it is specifically stored. Furthermore, it is explained what the data is used for.	1. It is explained in a transparent and comprehensible way which data is recorded and why.
14:00-14:45	The Privacy Dashboard will be presented, and participants will receive practical instructions on how to use it independently and how to regulate their data with it.	1. Participants can use the Privacy Dashboard independently and manage their data
14:45-15:00	Answering open questions, feedback round, explanation of the further procedure in the project and thanking the participants	1. The participants go home with no unanswered questions and know what the next steps in the study are

Ministry of Internal Affairs and Communications, JAPAN

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Annex 2

Japanese schedule

Day	**sesssion contents**	**scheduled duration**
1st day	Fill out the questionnaire Lecture: 1. About ageism and gender 2. How to interact with the elderly 3. Human Coach Operations Manual 4. 3 steps to develop a listening attitude 5. What is coaching?	10 min. 30 min. 40 min. 40 min.
2nd day	How to operate your smartphone Includes a variety of applications How to use "LINE" for communication How to operate the smartwatch	60 minutes 30 min. 30 min.
3rd day	Training in handling various devices Social platform evita application	 50 minutes 50 minutes

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4th day	Training in handling various devices Tablet Neu Various robots (NAO, Gatebox, Daruma)	 40 min. 40 min. 40 min.
5th day	Spreadsheet input practice How to fill out the assessment sheet Interview prior to coaching implementation	40 min. 40 min. 40 min.

The project has received funding from the European Union H2020 Programme under grant agreement n° 101016453. The Japanese consortium received funding by the Japanese Ministry of Internal Affairs and Communication (MIC).

Annex 3

Manual for End-Users (example)

The project has received funding from the European Union H2020 Programme under grant agreement n° 101016453. The Japanese consortium received funding by the Japanese Ministry of Internal Affairs and Communication (MIC).

e-VITA

EU-JAPAN VIRTUAL COACH FOR SMART AGEING

Social Platform

Introduction

The social platform enables the **integration of local community interest groups**, which include both the older people and the young. The goal of establishing such a platform is to establish an environment where older individuals may share their experiences with all generations, encouraging social engagement.

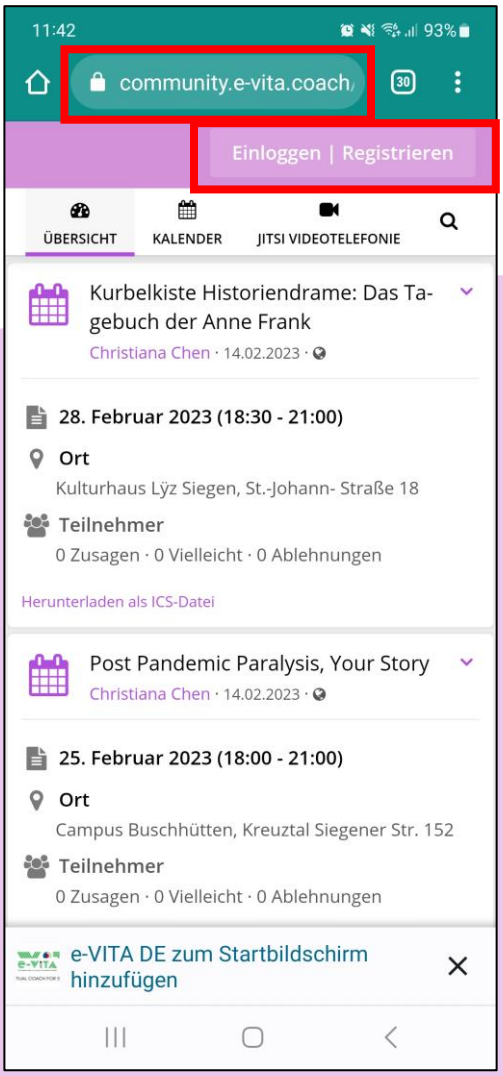
You need:

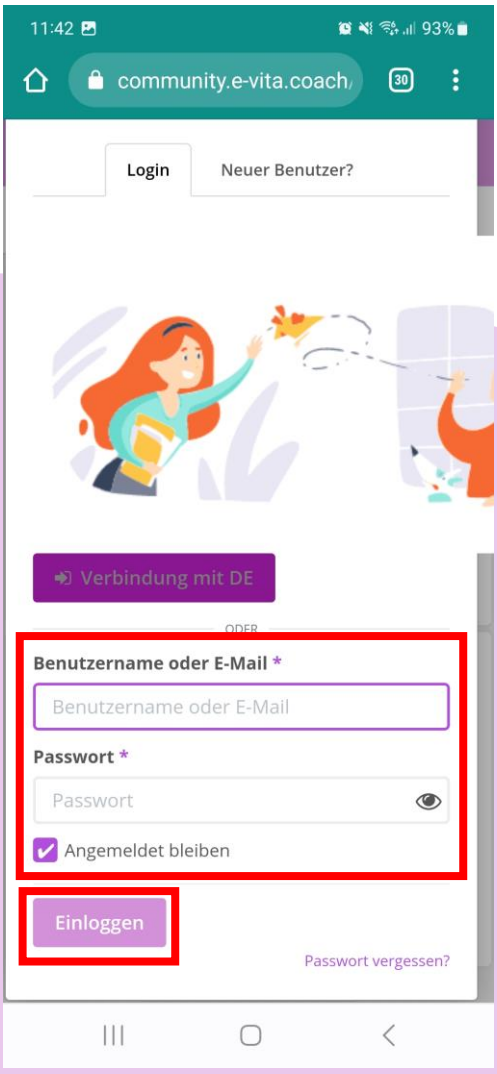
- Smartphone
- WIFI
- Internet browser on Smartphone

Social Platform

Login to the social platform

Via the internet browser of the smartphone



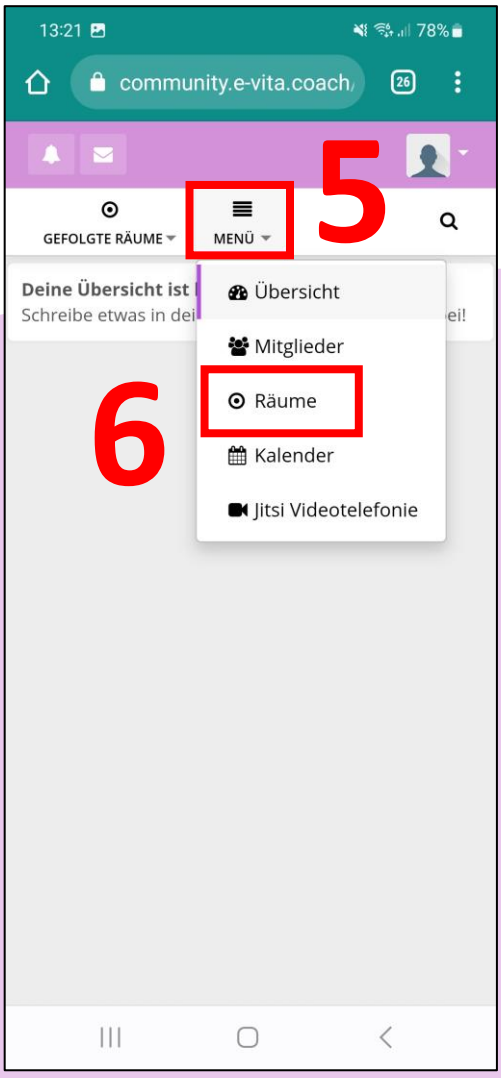


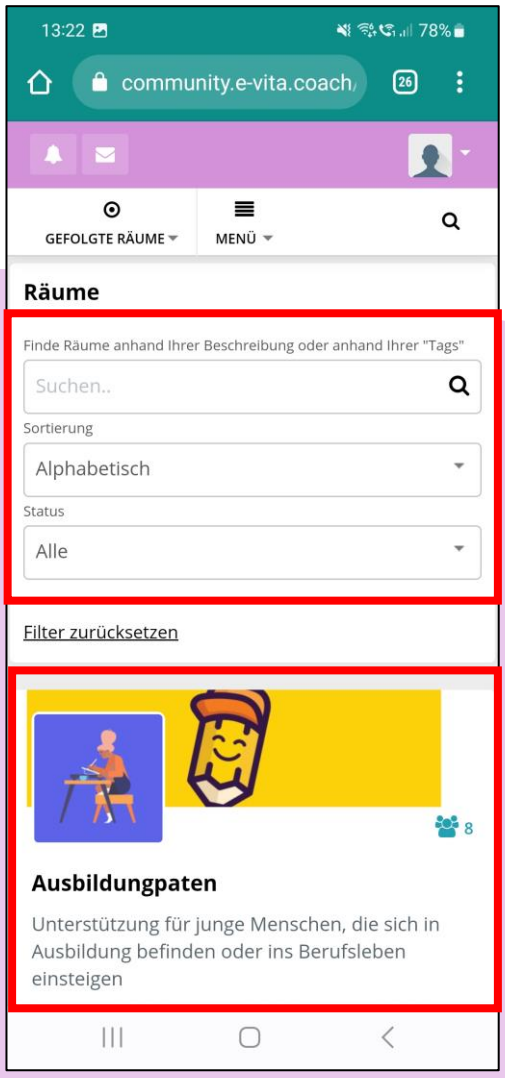
1. Open the internet browser of your smartphone and type in the following address: https://community.e-vita.coach~~/DE/~~
2. When the website is opened, tap on "Login/Register" in the top right-hand corner
3. Enter your username or project email address in the upper field and your password in the lower field.
4. Tap on "Log in”

Social Platform

Accessing different "rooms”

Via the internet browser of the smartphone



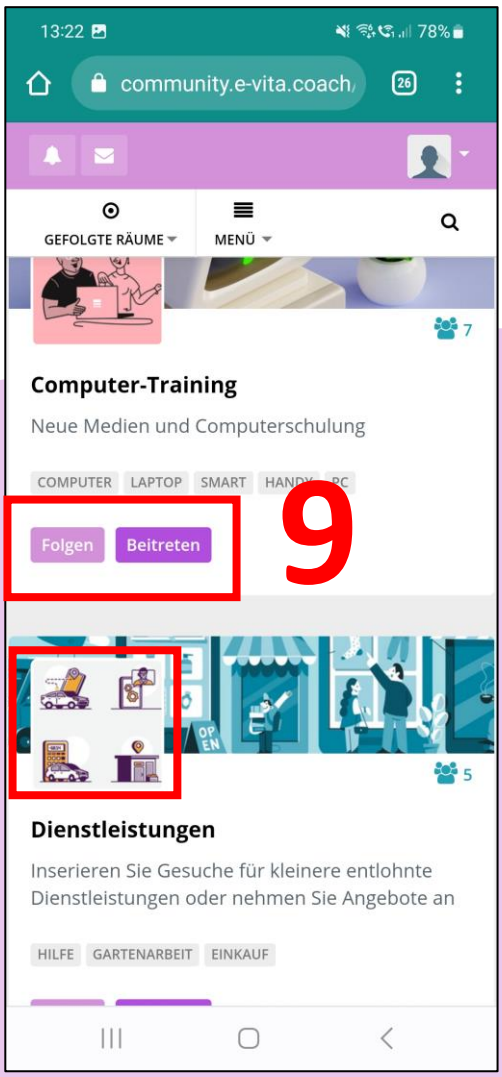


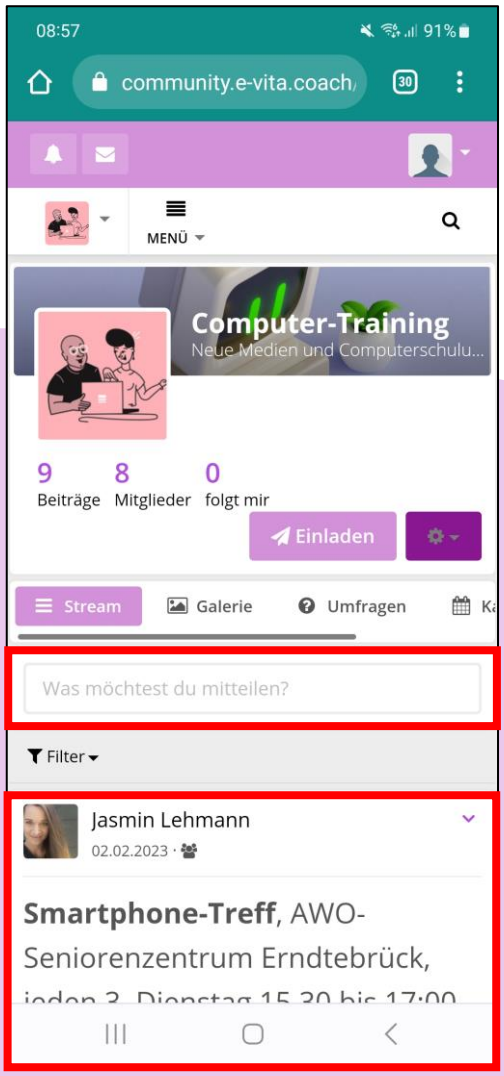
5. An overview page opens, which is still empty when you first log in. **Tap on Menu**
6. Tap on the third point “**Rooms**”
7. A new page opens, **scrolling down shows different "rooms"** with different topics that can be joined
8. With the upper fields it is possible to **search for specific rooms**

Social Platform

Accessing different "rooms”

Via the internet browser of the smartphone



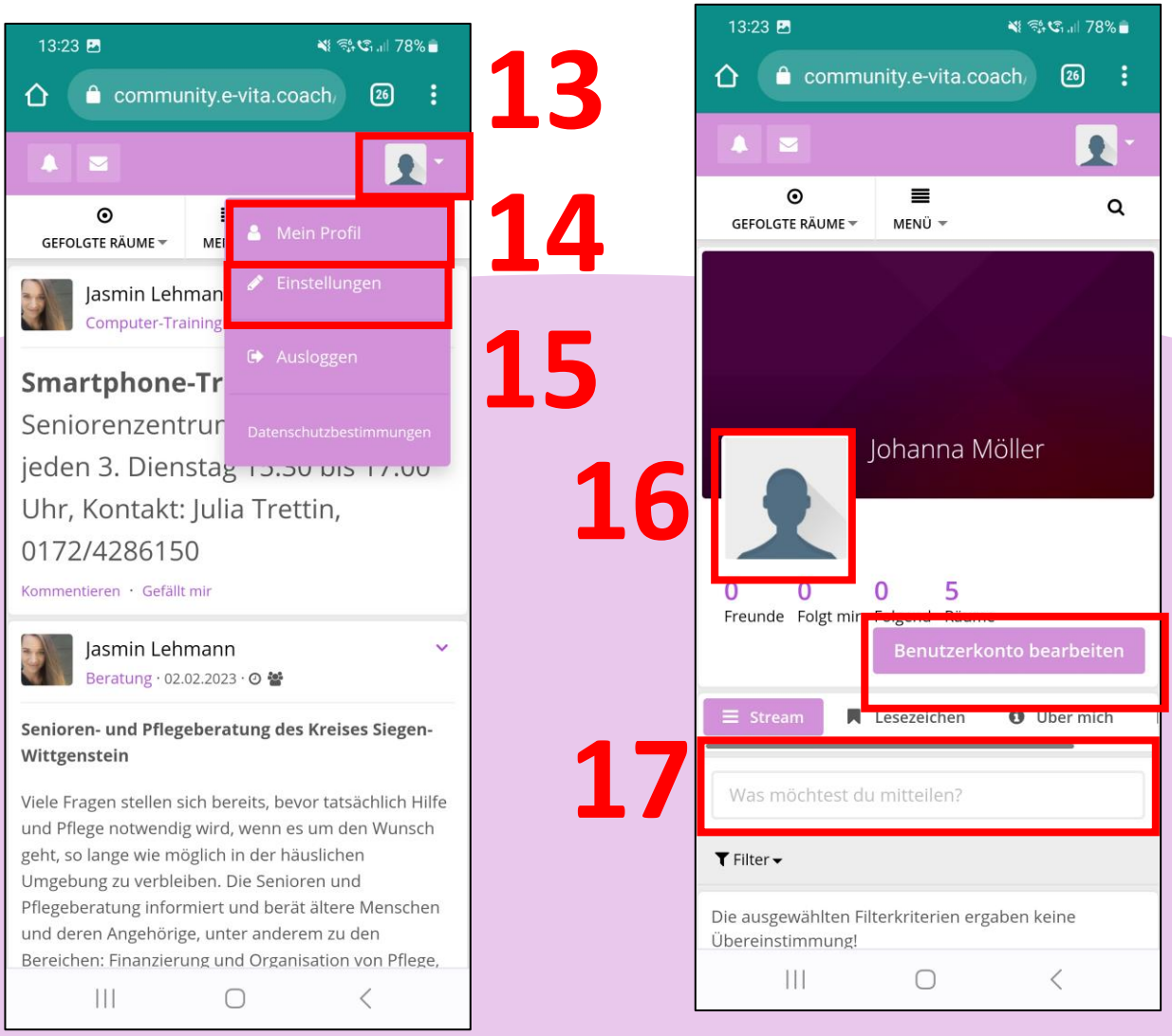


9. You can join a room in **two different** ways:
   - Tap on **"Follow"** and you will receive information when something new has been published in the room.
   - Tap on **"Join"** and you will receive information when something new has been published and **you can generate content** in this room yourself (see 7)
10. To open a room, **tap on the image**.
11. At this point **you can post content in the space yourself**
12. This is where **your own content and that of others within the room** is displayed

Social Platform

Change Settings

Via the internet browser of the smartphone

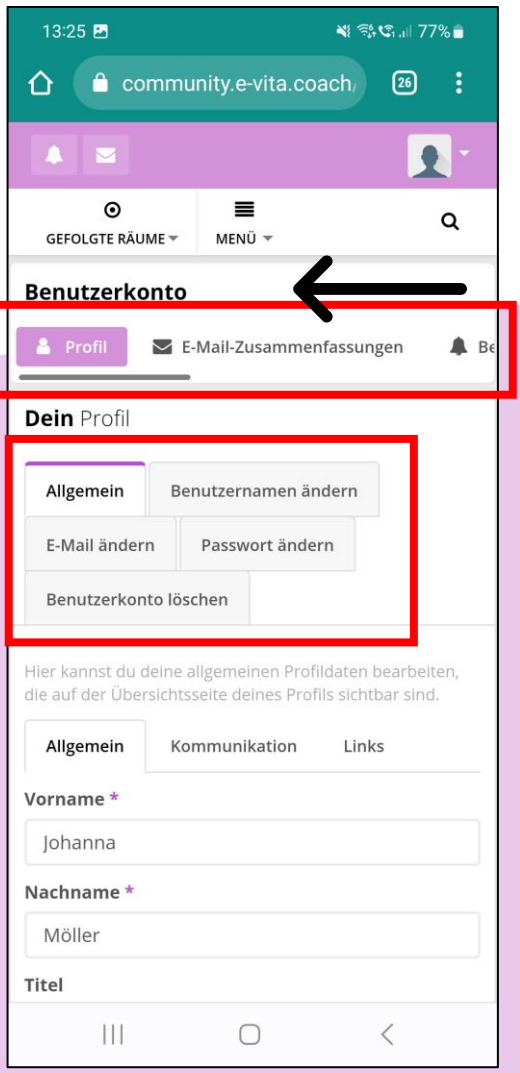


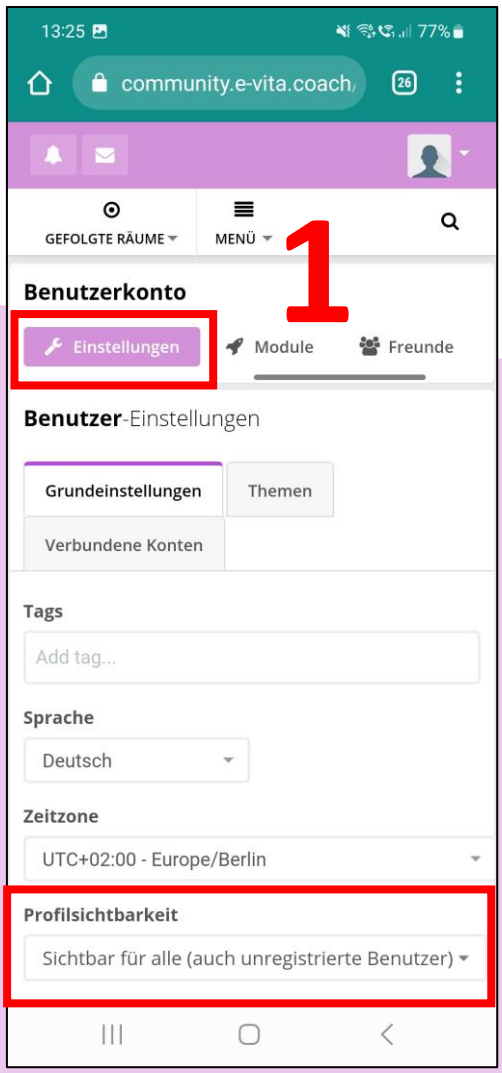
13. The **image at the top right** opens various functions, including: Your profile, settings, the option to log out and data protection information.
14. Tap on “**My Profile”** to view your own profile
15. Via **"Edit user account"** you can access various setting options
16. If you **click on your profile picture** on the left side, you can change it.
17. Use **this field to enter content you want to share** on your profile.

Social Platform

Change Settings

Via the internet browser of the smartphone





1. You can use the fields displayed here **to make various settings**. For example, you can change your name, change your e-mail address and password or **delete your user account.**
2. If you **swipe the top bar to the left**, you will find more setting options
3. Under the item **"Settings"** it is possible, for example, to change the language, the time zone or **for whom the own profile is visible.**

Other functions

Via the internet browser of the smartphone

The **bell** indicates whether there are new notifications

The **envelope** shows whether you have received a new message. You can also use this button to send messages to other members.

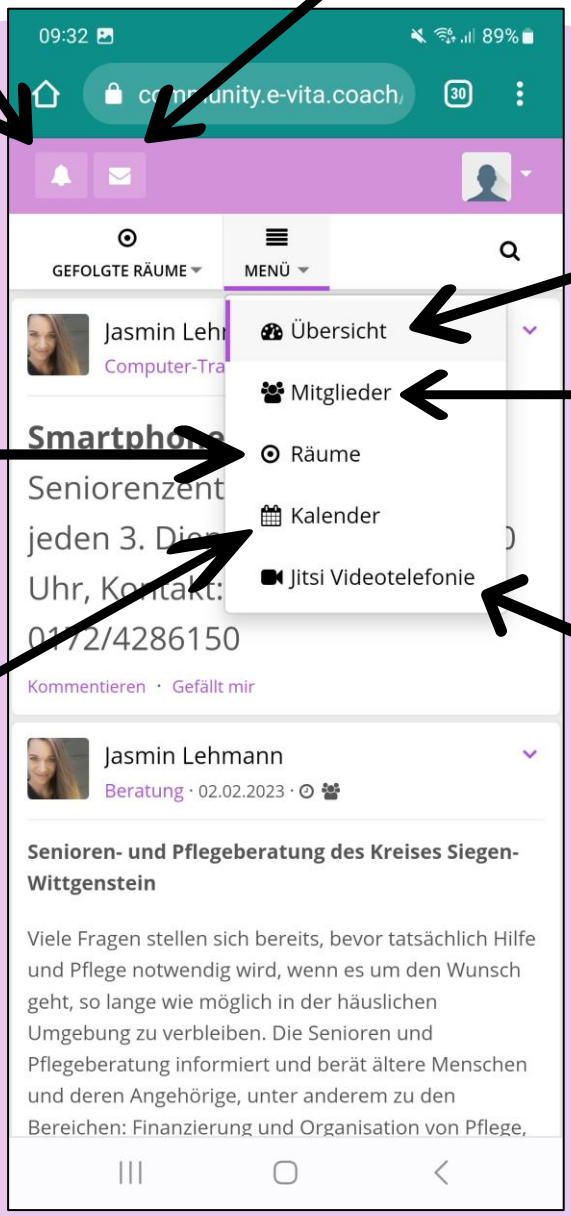
Overview:
This item takes you to the start page. All posts from your rooms are displayed there

Rooms:
This button takes you to the overview of all existing rooms.

Members:
All members of the social platform are displayed here

Calendar:
This button displays a calendar containing all upcoming and past events that have been entered in the social platform.

Jitsi Videotelefony:
You can use this button to make video calls to members of the social platform.



Annex 4

Power Point Presentation End-User Training

European Commission

Ministry of Internal Affairs and Communications, JAPAN

e-VITA
EU-JAPAN VIRTUAL COACH FOR SMART AGEING

End-User Training

Day 1 – Basics and Wearable Technologies

DD.MM.2023, 9:30 – 15:00

Referents Name

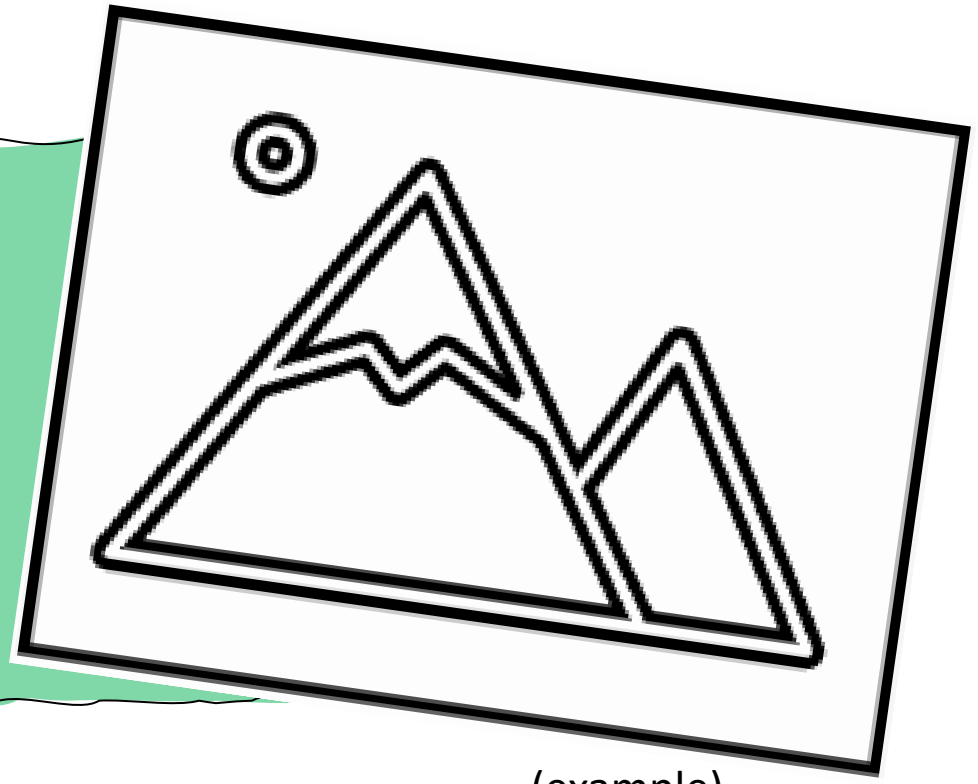
Introduction

Name:

Age:

Background:

Hobbys:



(example)

Training structure

Day 1

Module 1
The project and own technical experiences

Module 2
Smartphone, smartband and other sensors

Day 2

Module 3
Virtual coaching

Module 4
Data protection and management

Our plan for today:

Module 1

Get to know each other

The e-VITA Project

10 min break

Own Technology Experiences

Overview of the used Technology

Lunch break

Module 2

Smartphone

10 min break

Smartband

Summary & Conclusion

Done:

Get to know each other

My life in three sentences

Our plan for today:

Module 1

The e-VITA Project

10 min break

Own Technology Experiences

Overview of the used Technology

Lunch break

Module 2

Smartphone

10 min break

Smartband

Summary & Conclusion

Done:

Module 1

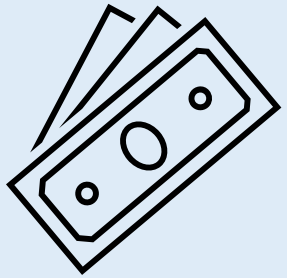
Get to know

The e-VITA Project

Why are we here?

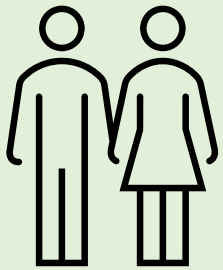
e-VITA Project

3 Years
(2021 – 2024)

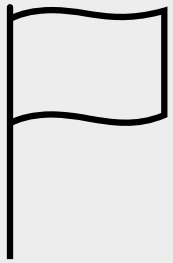


EU H2020 Programme,
No. 101016453

Japanese Ministry of Internal Affairs and Communication (MIC), No. JPJ000595

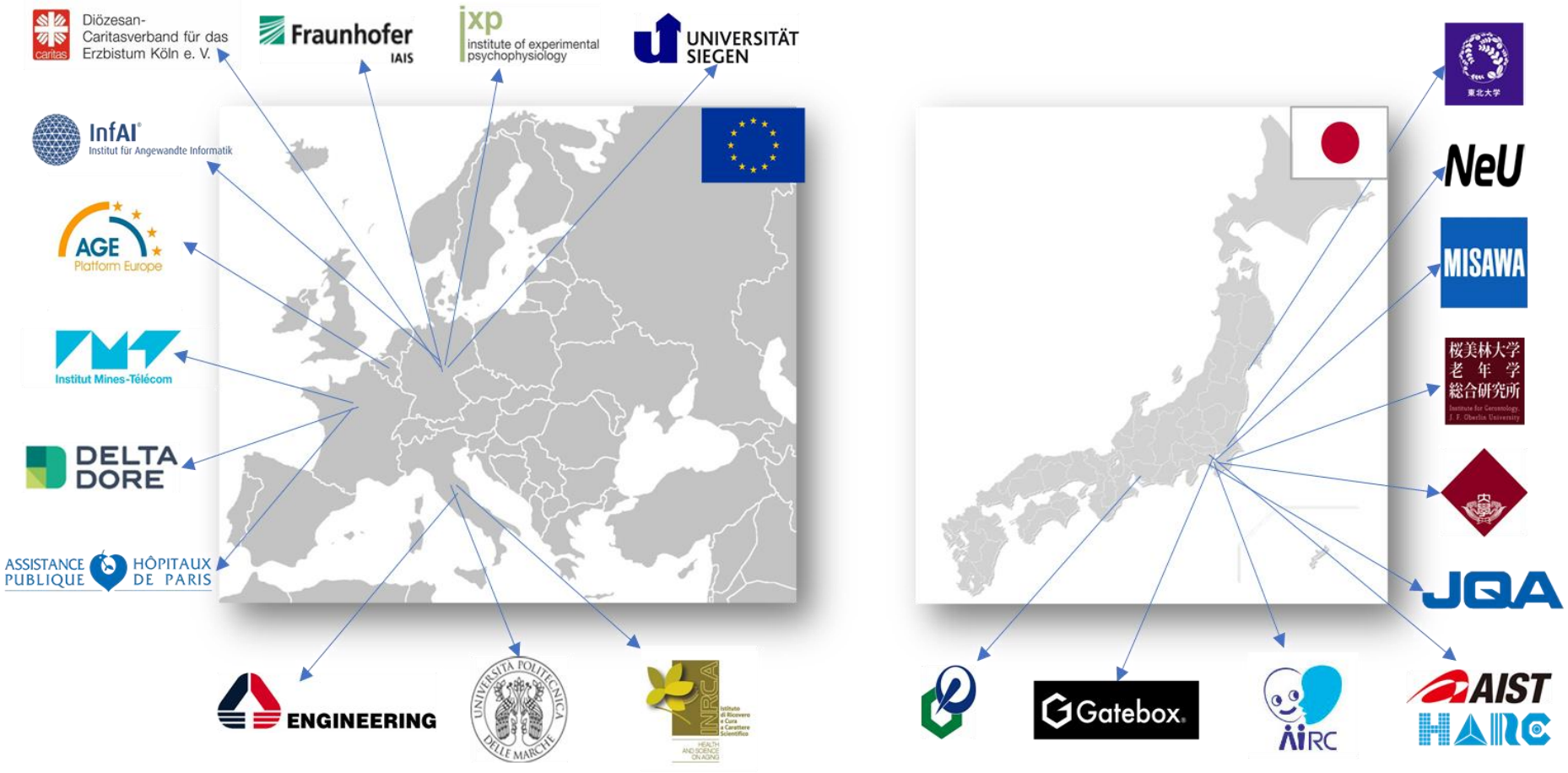


Older adults aged 65 and over who live independently in their own homes.



Develop an intelligent virtual coach that supports older adults in active and healthy ageing in their homes.

e-VITA Project

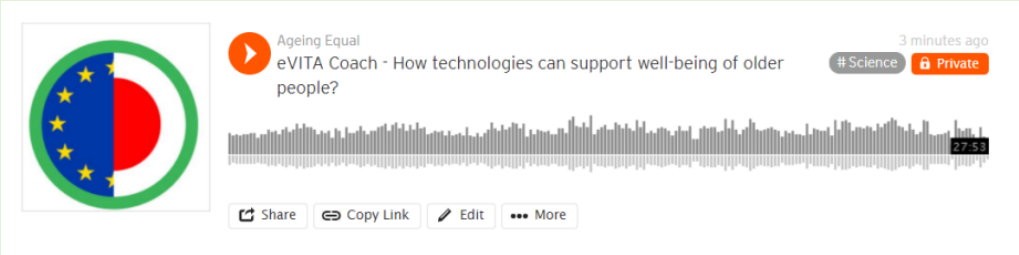


e-VITA Project

Milestones of 2021

January 2021 was the Project Official Kick-off!

Identification of the **needs** and **expectations** of a virtual coach from older adults across the participating countries, transforming them in **requirements**.



Launch of the **eVITA podcast called "Ageing Equal"** to give voice to older adults regarding the design and use of technology for active ageing.

e-VITA Project

In April and May 2022, e-VITA study centers in Europe and Japan started to collect **first opinions** of the technologies from 36 older adults for 6 weeks, testing different technologies used in the project in Europe and Japan.

Milestones of 2022

Midterm Conference Program (online)

e-VITA Project

"When Art meet Science"

Portraits of participants, robots and researchers by Yves Gellie 2022

e-VITA Project

2023

The Highlight for 2023 will be...

The **Proof-of-concept** study, also called second wave experiment, that intends to continue this co-designing journey with older people!

New Episodes will be launched in our **Podcast "Ageing Equal"** in 2023 with the aim of giving voice to older people regarding the use and design of technology.

Stay tuned!

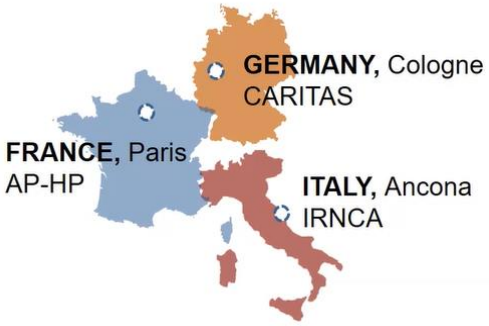
e-VITA Project

Proof of Concept Study

What it is?

A second experiment to continue the codesign process of the virtual coach and the technology involved with older adults. This time in the older adults' houses and for 4-6 months planned to start in July, involving a total of 240 volunteers.

Where will it happen?



e-VITA Project

Proof of Concept Study

Who can participate?
Older people +65 years old

Why to participate?

Be part of the change and increase the awareness and sustainable use of a new smart living and virtual coaching system for improving the physical, cognitive, mental and social wellbeing of all older adults!

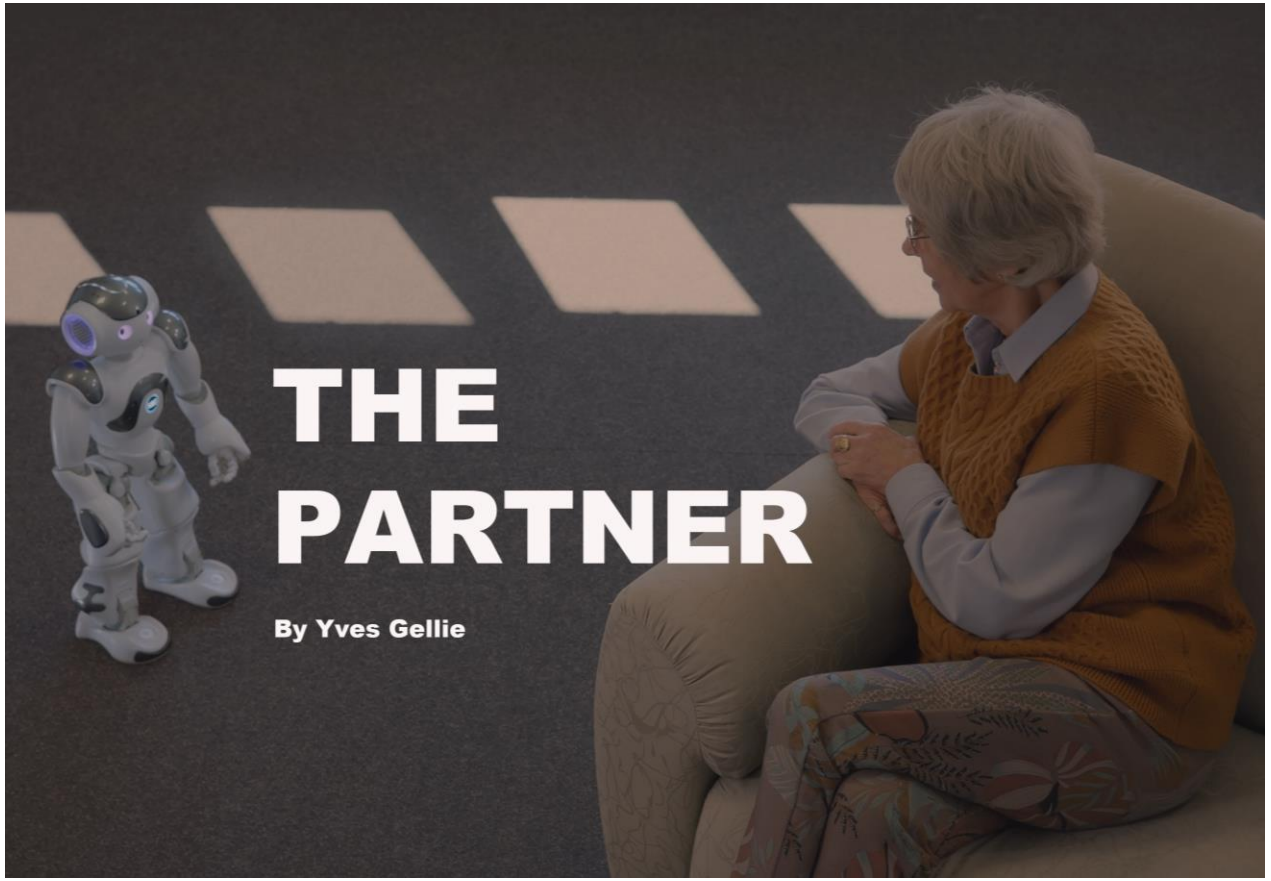
e-VITA Project

Proof of Concept Study

What will I have to do?
Adopt a virtual coach (in the shape of a robot) in your house up to 6 month.
Share your experience in several moments of the study (through questionnaires, focus groups and interviews).

What support will I have?

Each participant may count on a human coach to share their concerns, difficulties and happy moments!



Break

Until ENTER TIME

Our plan for today:

Module 1

10 min break

Own Technology Experiences

Overview of the used Technology

Lunch break

Module 2

Smartphone

10 min break

Smartband

Summary & Conclusion

Done:

Module 1

Get to know

The e-VITA Project

Own technical experience

Self-assessment

Our plan for today:

Module 1

10 min break

Overview of the used Technology

Lunch break

Module 2

Smartphone

10 min break

Smartband

Summary & Conclusion

Done:

Module 1

Get to know

The e-VITA project

Own technical experience

Technology used

Sensors and Devices

Virtual coaches

Picture Tablet

Smartphone

Ambient sensors

Picture Netatmo

Picture Neurofeedback Sensor

Picture Smartband

Physiological sensors

Sensors

Sensors

What is a Sensor?

- From the Latin sentire, meaning *"to feel"* or *"to sense"*
- Also referred to as a “detector”
- Is a technical component that can detect certain physical or chemical properties (physically e.g. heat quantity, temperature, humidity, pressure, sound field quantities, brightness, acceleration or chemically e.g. pH value, ionic strength, electrochemical potential)
- And/or the material composition of its environment qualitatively or quantitatively as a measurand. These variables are recorded by means of physical, chemical or biological effects and converted into an electrical signal that can be further processed.

Sensors

Ambient Sensors

Which sensors do we use?

Picture Netatmo

NETATMO
Room air sensor

Delta Dore

Motion sensor

Opening sensor

Sensors

Which sensors do we use?

Physiological Sensors

Picture Smartband

Picture Neurofeedback Sensor

Virtual coaches

NAO, Gatebox, CelesTE, Tablet

Virtual Coaches

Virtual Coaches

Which virtual coaches do we use?

NAO 6

- Humanoid robot
- 58 cm tall
- 7 Touch sensors
- 4 microphones and loudspeakers
- Speech recognition

Gatebox

- Represents the "virtual coach" in the form of a hologram
- Comes from Japan, not yet on the European market

Virtual Coaches

Which virtual coaches do we use?

CelesTE

- first “catholic” robot ever created
- intended main function of CelesTE is to be a “guardian angel”
- including the whole Bible
- It can also printout a selection of contents

Virtual Coaches

Tablet

Picture
Tablet

LunchBreak

Until xx:xx

Training structure

Day 1

Module 1
The project and own technical experiences

Module 2
Smartphone, smartband and other sensors

Day 2

Module 3
Virtual coaching

Module 4
Data protection

Our plan for today:

Module 1

10 min break

Lunch break

Module 2

Smartphone

10 min break

Smartband

Summary & Conclusion

Done:

Module 1

Get to know

e-VITA project

Own technical experience

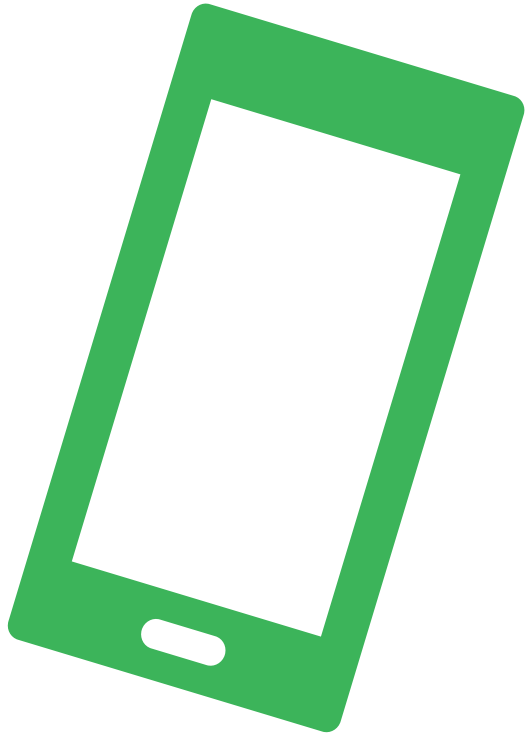
Overview of used Technology

Smartphone

Smartphone

What for?

- Use of various apps that complement the e-VITA system
  - Telegram chatbots (nutrition and physical activity)
  - Social platform (social activities, communication)
  - Active Brain App (cognitive training)
  - Huawei Health App
  - NETATMO - Room Air Sensor
  - DELTA DORE - Ambient sensors
- Activity tracking
- Enables control and management of own data



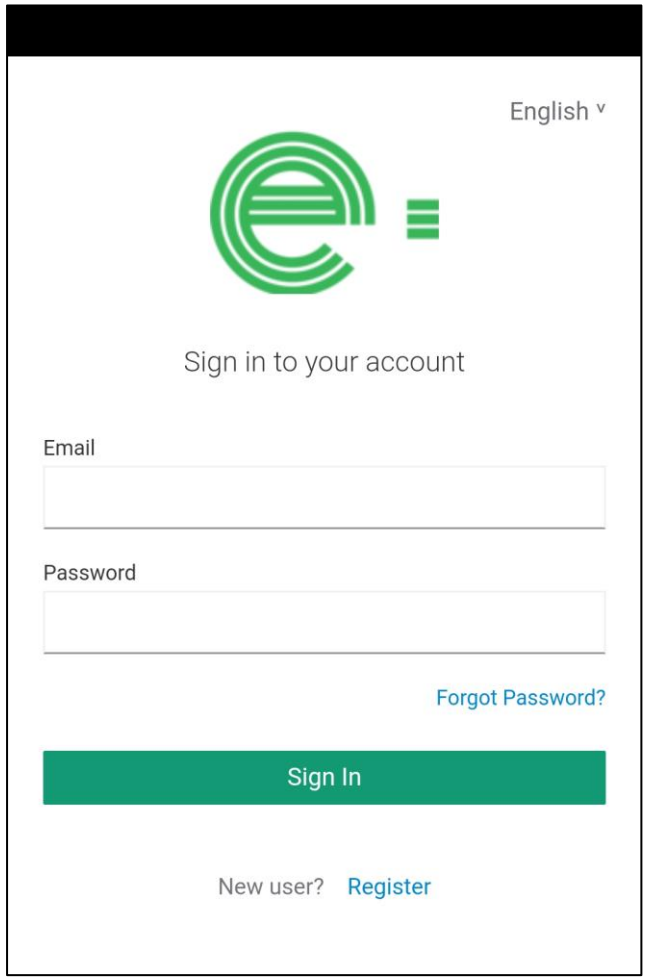
Smartphone

e-VITA App:

The app provides **an overview of all applications** used within the project and is intended to facilitate access.

In addition, the app can be used to access the so-called **"Privacy Dashboard",** where you can independently set **which data you want to share with us and which you do not.**

Smartphone

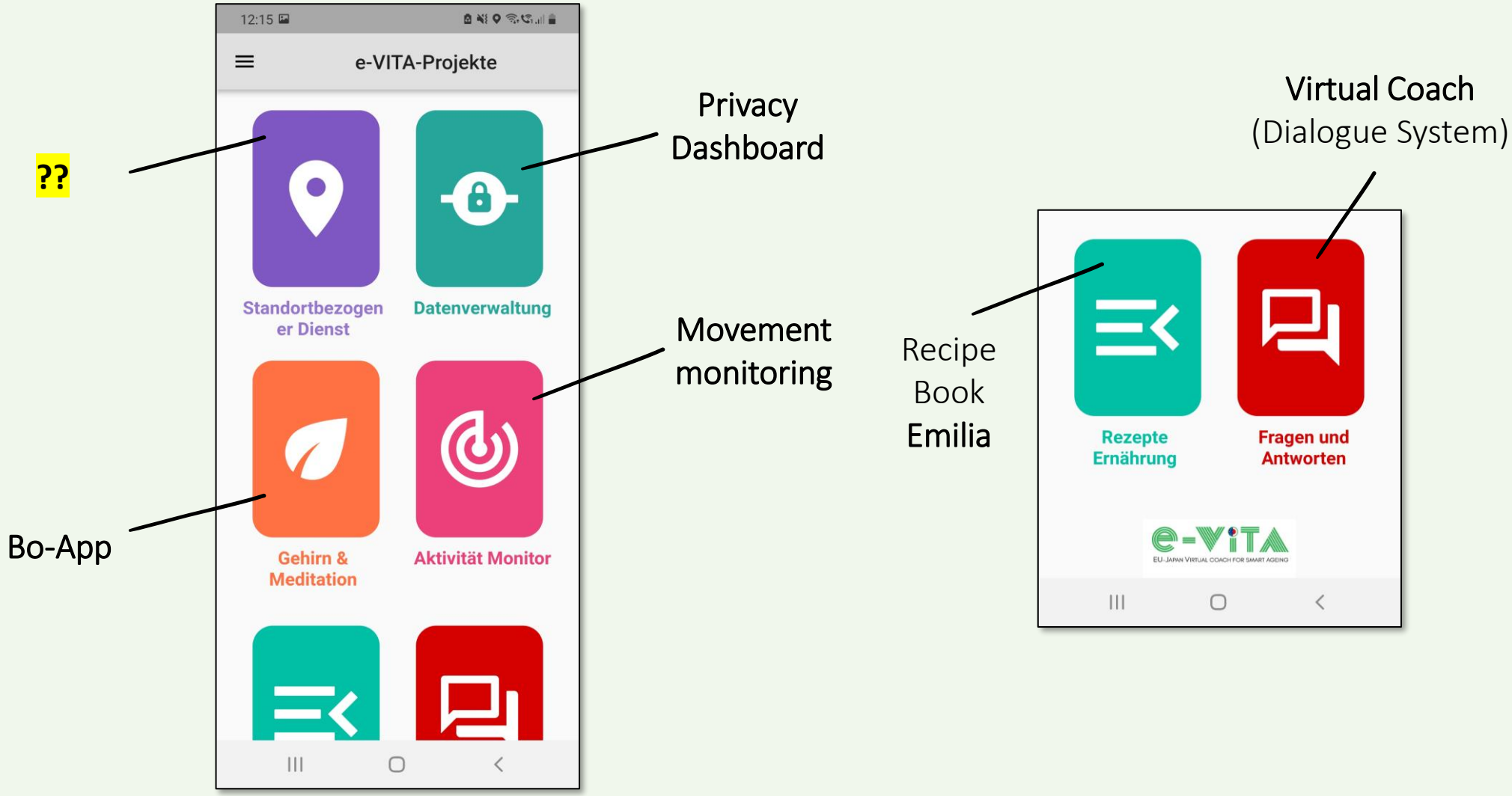


Practical exercise:

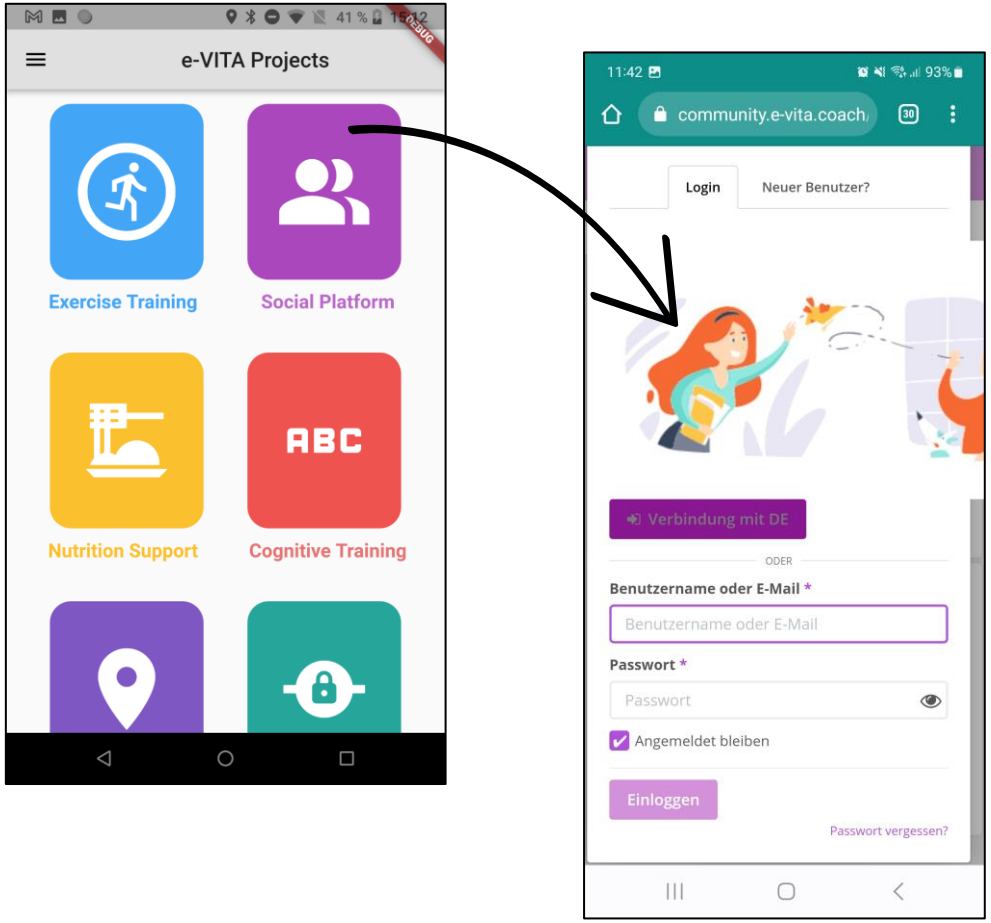
Turn on your smartphone and log into the app!

Smartphone


Access to training chatbot
Access to social platform
Access to Nutrition Chatbot
Access to cognitive training
12:15
e-VITA-Projekte
Bewegungstraini ng
Soziale Plattform
Unterstützung der Ernährung
Kognitives Training
ABC


??
Privacy Dashboard
Movement monitoring
Bo-App
Recipe Book Emilia
Virtual Coach (Dialogue System)
12:15
e-VITA-Projekte
Standortbezogener Dienst
Datenverwaltung
Gehirn & Meditation
Aktivität Monitor
Rezepte Ernährung
Fragen und Antworten
e-VITA
EU-JAPAN VIRTUAL COACH FOR SMART AGEING

Smartphone



Social platform:

The social platform enables the **integration of local community interest groups**, which include both the elderly and the young. The goal of establishing such a platform is to establish an environment where elderly individuals may share their experiences with the younger generation, encouraging social engagement.

Social Platform

Usage

Break

Until xx:xx

Our plan for today:

Module 1

10 min break

Lunch break

Module 2

10 min break

Smartband

Summary & Conclusion

Done:

Module 1

Get to know

The e-VITA project

Own Technology Experience

Overview of used Technology

Module 2

Smartphone

Smartband

Overview

Smartband

Picture Smartband

Smartband:

The Huawei Smartband allows you to **check various vital data** (e.g. pulse or oxygen saturation), but also records information about active minutes and step rate.

In addition, it allows you to **view incoming messages** and **calls** on your smartphone and has a **battery life of 14 days**.

In the study, it is to be worn **primarily in connection with physical exercises** in order to be able to control the pulse during activity

Smartband

Picture Health App

Huawei Health App:

The app provides an overview of the measured data. Furthermore, additional functions can be used, such as setting health goals (step goal, drinking amount, etc.) or manually tracking weight and calorie intake.

Smartband

Installation

Our plan for today:

Module 1

10 min break

Lunch break

Module 2

10 min break

Summary & Conclusion

Done:

Module 1

Get to know

The e-VITA project

Own Technology Experience

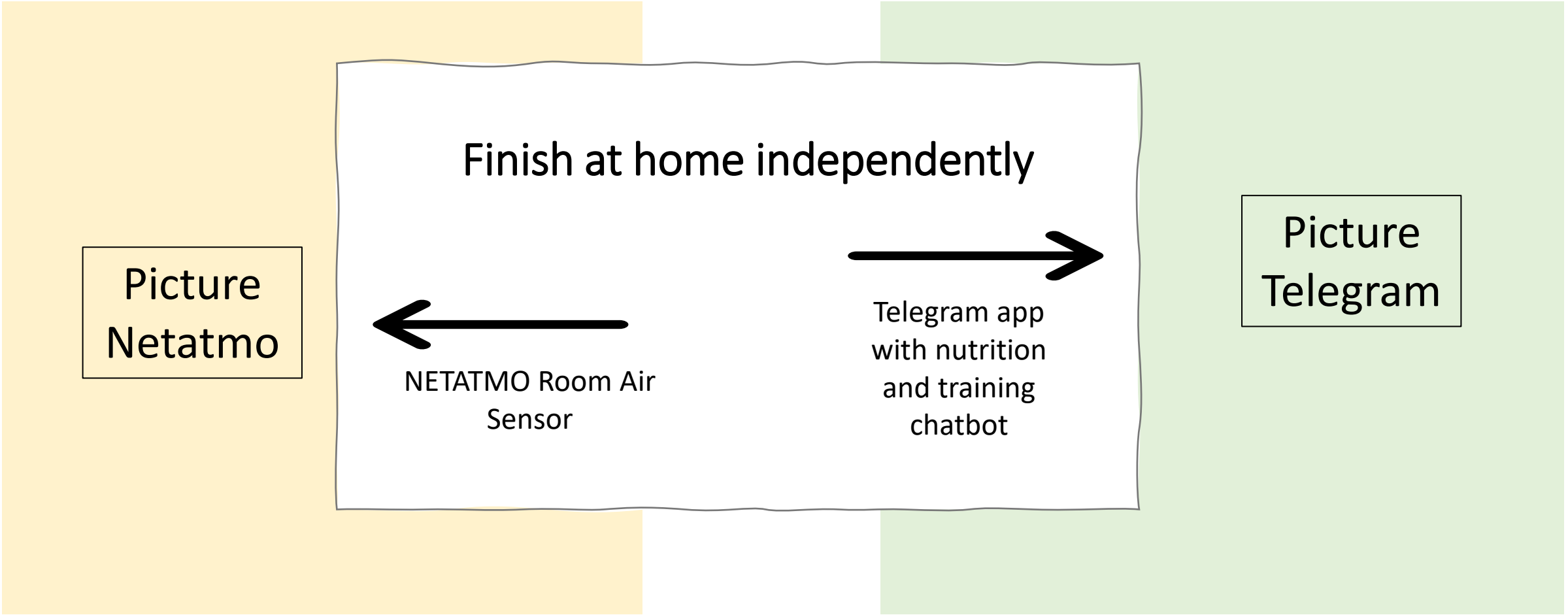
Overview of used Technology

Module 2

Smartphone

Smartband

Closing


Finish at home independently
Picture Netatmo
NETATMO Room Air Sensor
Telegram app with nutrition and training chatbot
Picture Telegram

Query

Have I used my time wisely today?


Join at menti.com use code 6124 429
Scales
überhaupt nicht zu
Stimme voll zu
Die Erklärungen waren verständlich
8.8
Die Geschwindigkeit war angemessen
8.8
abe meine Zeit sinnvoll eingesetzt
9
8.9
GO TO
menti.com
ENTER THE CODE
6124 429
Account
Content
Design
Settings
Help & Feedback

Thank you for your attention!

Come home safely!

Training Day 2 : DATE

European Commission

Ministry of Internal Affairs and Communications, JAPAN

e-VITA
EU-JAPAN VIRTUAL COACH FOR SMART AGEING

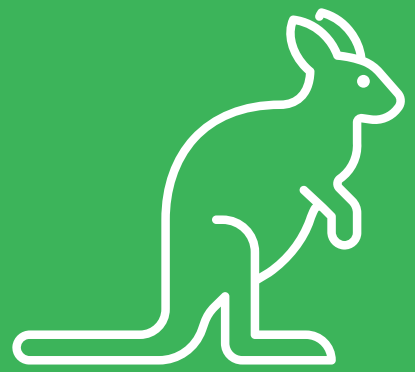
End-User Training

Day 2 – Virtual Coaches and Data Management

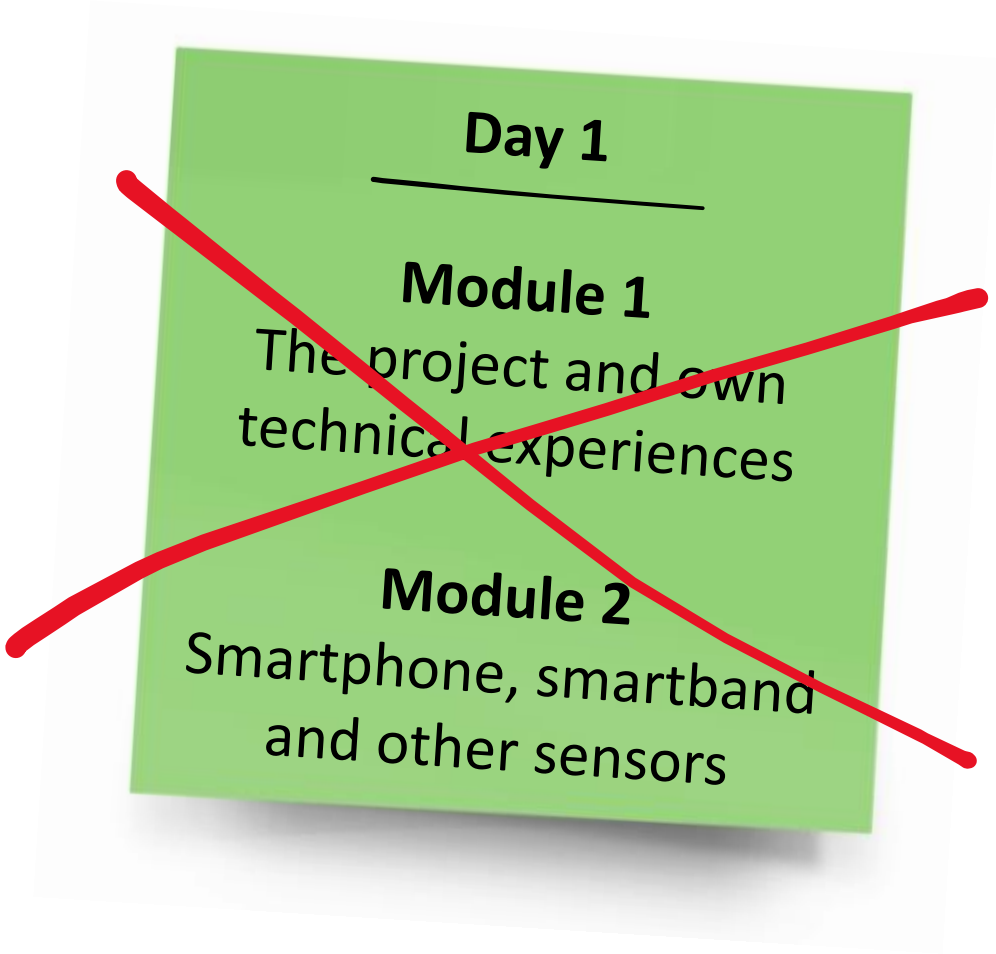
DD.MM.2023, 9:30 – 15:00

Referents Name

If I were an animal today, which one would I be?



Training structure



Day 2

Module 3
Virtual coaching

Module 4
Data protection

Review

Explain the contents from last training session

Our plan for today:

Done:

Module 3

Entry

Virtual coaches

Lunch break

Module 4

Data collection

Privacy Dashboard

10 min break

Data management

Summary & Conclusion

Our plan for today:

Module 3

Virtual coaches

Lunch break

Module 4

Data collection

Privacy Dashboard

10 min break

Data management

Summary & Conclusion

Done:

Module 3

Entry

Lunch break

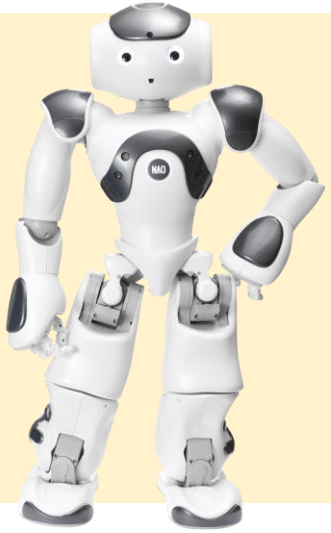
Module 4

10 min break

Virtual Coaches

NAO, Gatebox, CelesTe and Tablet

e-VITA Project



Assignment of the participants

Assignment of the participants

Assignment of the participants

Picture
Tablet

Assignment of
the participants

Group Work

Virtual Coaches

Our plan for today:

Module 3

Lunch break

Module 4

Data collection

Privacy Dashboard

10 min break

Data management

Summary & Conclusion

Done:

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Entry

Virtual coaches

Lunch break

Module 4

10 min break

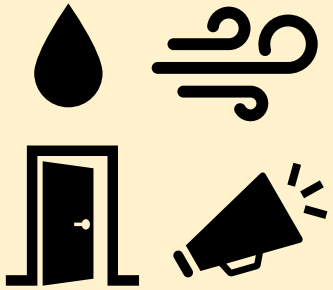
Data Collection

In the e-VITA Project

Data collection

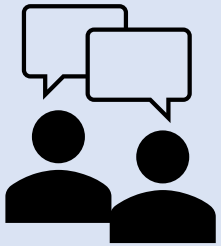
From Sensors:

Movement and physiological data
(e.g. pulse, number of steps, movement in space)



Environmental data
(e.g. air quality, humidity, door open/closed)

From researchers:



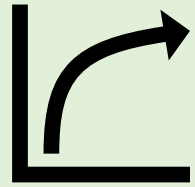
Interviews

Questionnaires

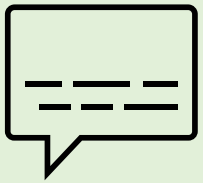
Assessment

Data collection

From virtual coaching devices:



Frequency of use



Voice commands
(in text form)

Emotion
(Label)

To further personalise the content of the virtual coach, additional information can be provided!

For example:

Eatinghabits and BMI

Social habits

Exercise habits

Data storage:

From researchers:

Interviews (transcription)

1. Audio file is recorded, temporarily stored locally and then deleted
2. Locally on a computer in Study Center
3. Microsoft Teams Platform (restricted access, transcription form only)

Questionnaires

1. Questionnaires are digitised (e.g. Excel)
2. Storage in MS Teams (restricted access)
3. Paper questionnaires are filed separately and locked away

Data storage:

From technical devices:

In the countries:

France, Italy, Germany

Third-party providers also store data (but cannot draw any conclusions about your person)!

Our plan for today:

Module 3

Lunch break

Module 4

Privacy Dashboard

10 min break

Data management

Summary & Conclusion

Done:

Module 3

Entry

Virtual coaches

Lunch break

Module 4

Data collection

10 min break

Privacy Dashboard

In the e-VITA project

Privacy Dashboard:

Provides an overview of all data collected within the framework of e-VITA

- Enables control of data collection:
  - Insight into which data is collected
  - Selection of the data that may be collected
  - Tracking the data that is collected
  - Withdrawal of individual consents

Privacy Dashboard:

Practice

-

Get out your smartphone and log in to the e-VITA app

Our plan for today:

Module 3

Lunch break

Module 4

10 min break

Data management

Summary & Conclusion

Done:

Module 3

Entry

Virtual coaches

Lunch break

Module 4

Data collection

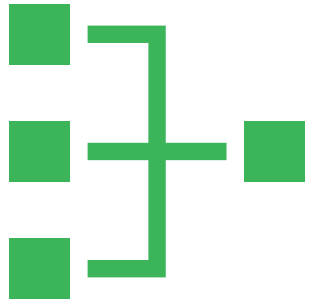
Privacy Dashboard

10 min break

Data Management:

Digital Enabler

- Serves as a platform through which the data flow can be controlled
- There, devices from which data is to be recorded can be added or deleted
- Enables the connection of the user and the various devices



Digital Enabler

Introduction

Our plan for today:

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Virtual coaches

Lunch break

Module 4

Data collection

Privacy Dashboard

10 min break

Data management

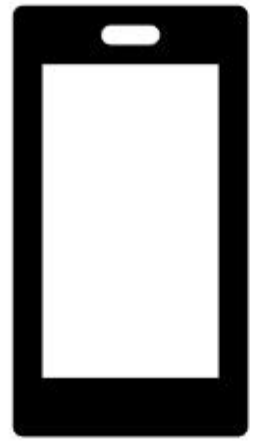
Summary of e-VITA

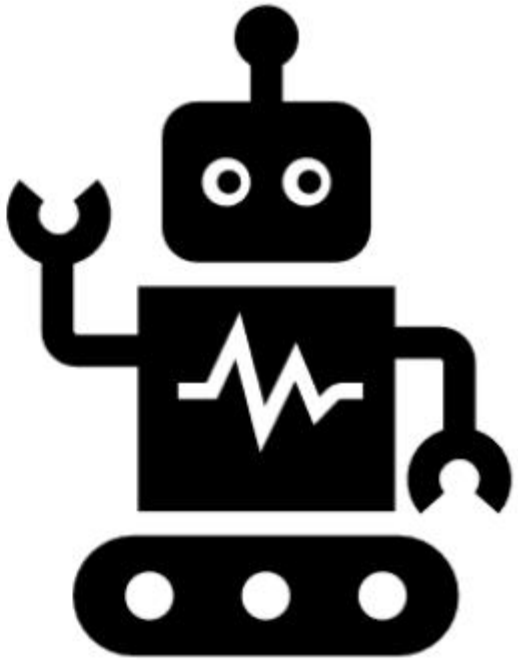
Picture Smartband

Picture Netatmo

Picture Neurofeedback

Picture Telegram





Further proceeding

Depends on plans/needs of study center

Annex 5

Power Point Presentation Human-Coach Training

The role of Human coach

March 2022

Smart Aging Research Center,
Tohoku University

The role of a human coach

Human coaches play a role in supporting users' use of virtual coaches and promoting changes in their consciousness and behavior.

Technical support

Advisor

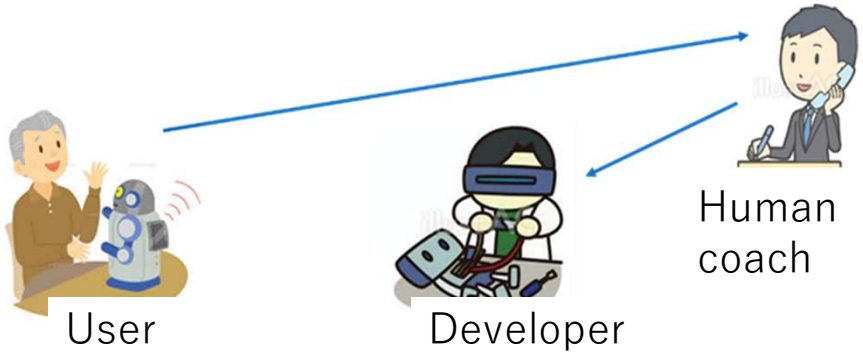
Definition of human coach

(1) Teach users how to use the virtual coach. He/she also supports the maintenance of virtual coaches.

(2) Check the equipment temperature (overheating) and other safety- related items.

(3) Encourage users to use virtual coaches to change their consciousness and behavior by practicing coaching skills.

(4) Bridge between users and developers, and support the development of user-friendly virtual coaches.



Aptitude required for human coaches

(1) A person who understands the robot and can teach other people about the robot in easy-to-understand words.

(2) A reliable person. People who belong to a reputable organization or who have volunteer experience.

(3) A person with hospitality.

(4) A person with continuity.

(5) A person who has empathy and is familiar with various psychological aspects.

Human coach mission ①

【Basic mission 】

Call the user as follows.

- Do it by phone or videophone.
- The human coach calls the user every 2 weeks.
- The human coach can change the frequency and time of the second and subsequent calls while watching the user's reaction.
- The initial guideline is 30-60 minutes for each call from the human coach.
- The date and time of the call should be agreed in advance between the human coach and the user.
- Record the content and reason for changes in the frequency and time of calls, and share them with other human coaches and staff at the training sessions at the test center.
- If you need a face-to-face coach, visit with a pair of human coaches.

Phone content

(1) Ask the user any questions about how to use the virtual coach.

(2) If the content can be taught on the spot, teach it, and if the content cannot be taught, ask the person in charge and tell the user to teach at a later date.

(3) Record the questioner, the date and time when the question was asked, the content of the question, and how the question was responded to or answered, and shared with other human coaches and persons in charge at the seminar at the test center.

(4) The contents of the questions and answers will be utilized in future virtual coaches.

Human coach mission ②

【Mentor mission】

Call out to encourage changes in user awareness and behavior.

What did you talk to the robot?

Did you actually try the activity recommended by the robot?

Why don't you try the activity next time?

Human coach mission ②

Make note on conversations and user reactions as well as questions and complaints, and share them with other human coaches and staff at test center workshops.

Precautions when speaking ⚠

Some users may find it annoying, so watch the user's reaction and be careful not to overwhelm them.

Flow before the implementation period

Participation in workshops at the test center and face-to-face meetings with users

Human coach training (5 days)

↓

A human coach teaches users how to use a robot (1 day)

↓

If more instructions are needed by users, teach them using the communication tools like “LINE”, ”WhatsApp”, telephone.

Flow during the implementation period

Participate in test center training/reflection session once every two weeks

(1) Human coach reports the activity to the human coach leaders and other human coaches.

(2) Human coach leaders and the human coach hold a group discussion and share the results and problems.

(3) Human coach leaders and the human coach will meet individually to discuss specific improvement measures.

Thank you for your cooperation.

Human Coach Workshop
(Language section)

Institute of Development, Aging and Cancer,
Tohoku University
Attn: KONOSU Naoko

Let's imagine!

You, to the user,
how do you speak to them?

Let's think and learn together!

Today's Menu

1. How should I talk to them?
2. How do you prepare yourself
   when you get involved?
3. What should I watch out for in LINE (WhatsApp) communication?
4. How does coaching work?

Today's Menu

1. How should I talk to them?

1. How should I talk to them?

The point of the voice call ♪

(i) Coach's **voice**

(ii) Coach's **speaking speed**

(iii) Prompting the **user's attention**

From here, taking the quiz. Think about it!

You don't have to answer correctly!

Thinking is more important!

Quiz 1

When speaking to a user, which is the best voice pitch?

(1) Low

(2) High

Answer: (1) Low

When talking to the user,
the lower the pitch of your voice,
the better.

Seniors have difficulty
hearing high pitched sounds.

Speak in a low voice,
close to the user.

Quiz 2

When talking to a user, which is the best speaking speed?

(1) Speak quickly

(2) Speak slowly

Answer: (2) Slowly

When talking to the user,
the slower you speak, the better.

Seniors by hearing loss,
Difficulty in hearing what is being said

For users,
Speak slowly and clearly.

QUIZ 3

When talking to a user, what do you do first?

(1) Call the user's name.

(2) Speak suddenly about your business.

Answer:

(1) Call the user's name

When talking to a user, Call the user's name first.

Seniors have difficulty hearing conversations amidst the noise.

We need to attract their attention to us.

First, call the user's name, "Mr./Ms. ___ ", and then start talking.

1. Review the key points of voice

(1) Keep your voice **low**.

(ii) Speak **slowly**.

(iii) When talking to the user,
First, call the user **by name**.

Today's Menu

2. How do you prepare yourself when you get involved?

2. How do you prepare yourself when you get involved?

Key points of Engagement ♪

(1) No denial

(2) Relaxed conversation

(3) It's OK if you can't do it!

Quiz 4

User. "I was too busy to exercise."
What is the best way to respond
in a way that doesn't hurt
the user' self-esteem?

(1) "Even if you're busy, you have to exercise!"

(2) "Yes, that's right.
If you are busy, and I hate exercising, too".

Answer: (2)

"Yes, that's right.
If you are busy,
and I hate exercising, too."

Do not deny the user's words.

- Take sufficient care not to damage the user's self-esteem.
- Evaluative words such as "good" and "bad",
  as little use as possible.

Respond sympathetically and affirmatively,
"Yes, that's right."

Quiz 5

When asking a user a question,
How do you ask a question
that doesn't push the user over the edge?

e.g. Whether they wear a smartwatch to exercise

(1) "By the way,
do you wear a smartwatch?"

(2) "Are you wearing your smartwatch properly?"

Answer: (1)

By the way,

do you wear a smartwatch?"

Cushion words give more room to the conversation.

Cushion words serve as a cushion
and relieve conversational tension.

Use cushion words
and have room in your mind to talk!
For example, "By the way…",
"Just so you know, let me ask you…" etc.

Supplement

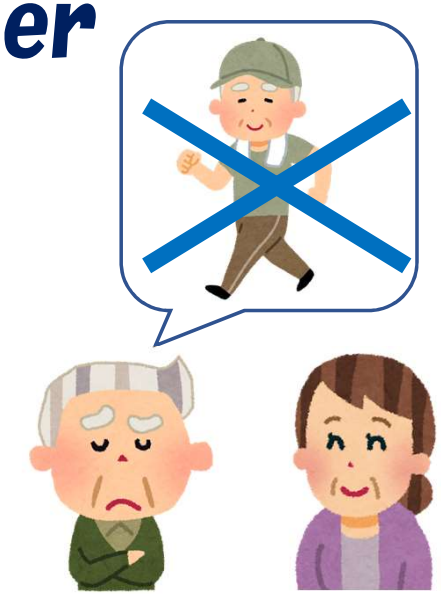
Examples of cushion words

- Incidentally
- Just to be sure, let me ask you …
- Which reminds me …
- By the way
- For example
- In other words
- As a matter of fact
- In addition
- On second thought
- If you don't mind
- If it's alright

As in "cushion,"
these have the effect of softening the impact of the words.

Quiz 6

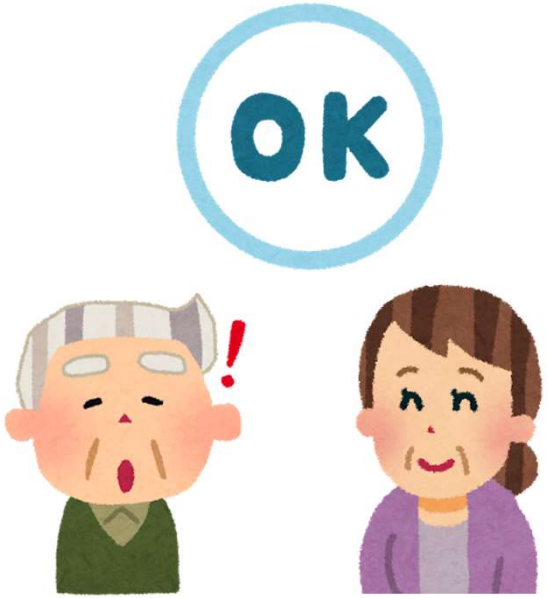
One day, a user was unable to perform a scheduled exercise
Which is the best way to ask the user not to blame himself/herself?



(1) "What? You didn't exercise?
You have to work harder!"

(2) "It's alright! Because so is everyone else."

Answer: (2)



"It's alright!
Everyone is in the same boat."

Have a relaxed mindset that you can say, "It's OK if you can't do it!"

(1) Rationalize and give leeway.

e.g. ""It's only natural that you would be confused if I told you all of a sudden.""

(2) Replace the subject from the user to the general public.

e.g. "So is everyone else."

Even if users can't,
make sure that they do not blame themselves!

2. Review the key points involved

(1) Do not deny users' words.

(2) Have room in your mind to talk by using cushion words!

(3) "It is OK if you can't do it!"

Give consideration to users in order not to blame themselves.

Take a break ♪

(1) Place both hands on your navel.

(2) Being aware of the bulge and indentation of your abdomen, take a deep breath.

(3) Repeat 10 times slowly.

Today's Menu

3. What should we watch out for in LINE (WhatsApp) communication?

Think about it!

What are the advantages of using LINE to communicate with users?

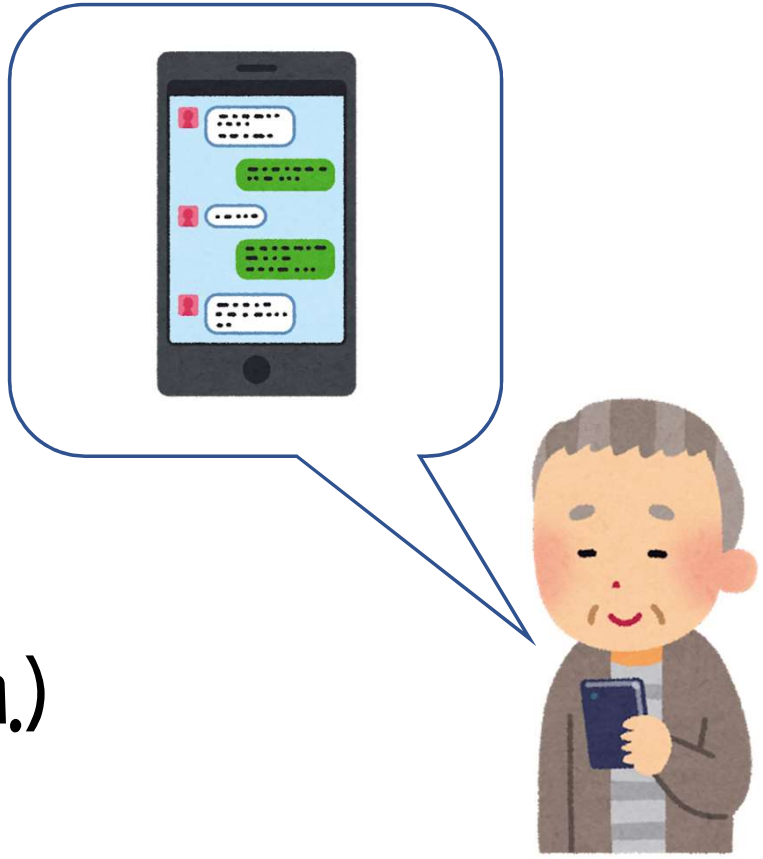
There is no right or wrong answer.

Think freely!

Examples of advantages of LINE

- Easy to use.
- Can read it later.
- Can exchange photos.
- Easy self-disclosure.

  (We can tell others what I am.)
- Can check past records, etc. …



Think about it!

What are the **disadvantage** using **LINE** to communicate with users?

There is no right or wrong answer.

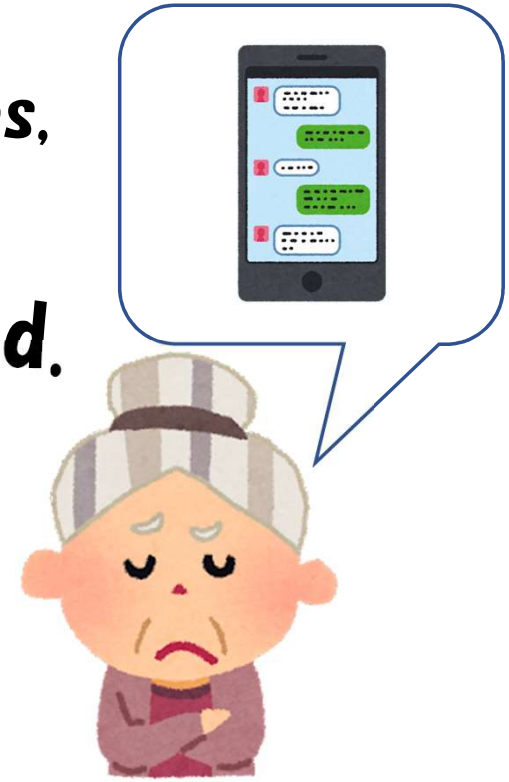
Think freely!

Examples of Disadvantages of LINE

- We can't see each other's faces.

  (We can't recognize facial expressions, voices, eye contact, etc.)
- The amount of information is limited.
- Operation is difficult.
- Time lag will occur.

  (Not that you'll get a reply right away.) etc...

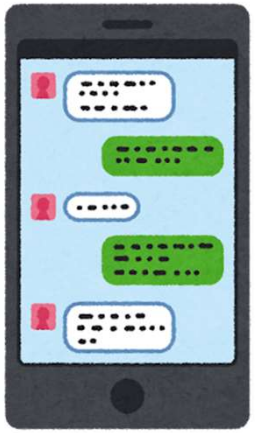


Think about it!

On LINE,

we can say various things easily

because we can't see each other's faces.



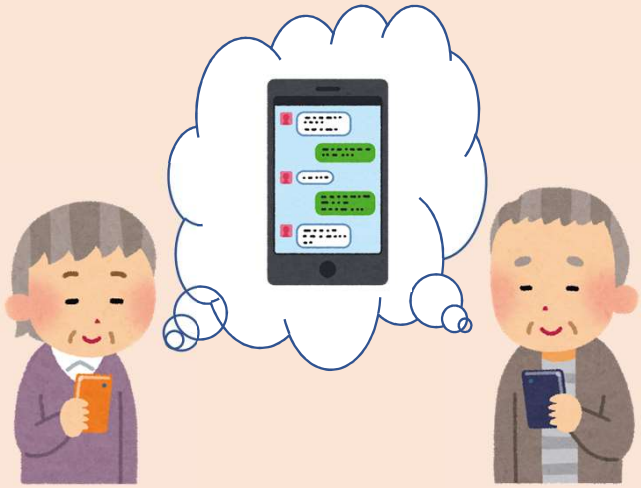
When you communicate with users on LINE,

what would you like to be careful?

3. Key points of LINE communication ♪

(1) First, let's think from the user's point of view.

- **Why** did they write it that way?
- **How** do they feel?
- **What** do they want you to do?



(2) Please be careful to not use language that look down on users.

Now that I've thought about it.
Practice!

There is no right or wrong answer.

Think freely!

Think about it!

One day, you got
the message on LINE
shown at right.
As a coach,
what do you reply?

There is no right
or wrong answer.
Think freely!

I walked “6,000” steps today!

(1) First, let's think from the user's point of view.

- **Why** did they write it that way? … Reporting? Bragging?
- **How** do they feel? … Happy? Delighted?
- **What** do they want you to do? … They want a compliment?

They want to share their experience with you?

I walked “6,000” steps today!

(2) Please be careful to not use language that look down on users.

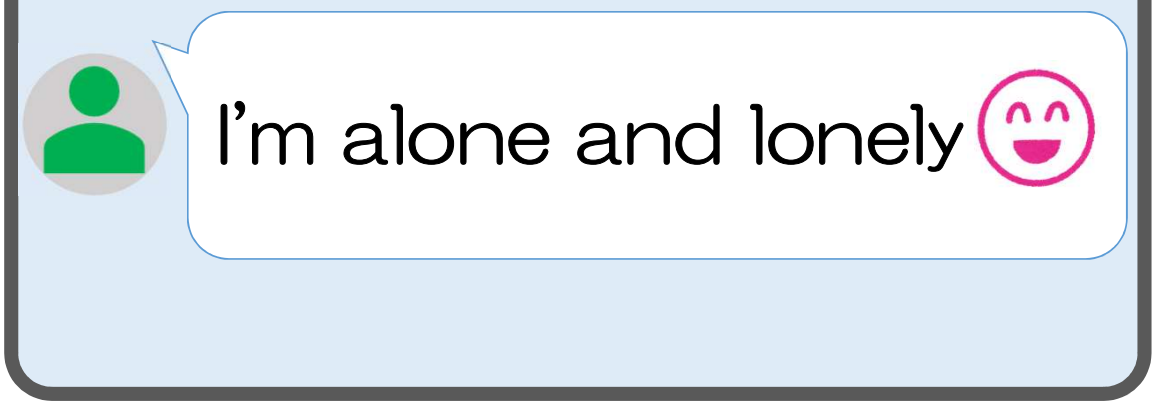
Using evaluative words are looking down on users.

- ☑ Are you bossy to the users?
  - × “Good for you!”, “Good boy! / Good girl!”
- ☑ Please be respectful and use polite language.
  - ○ ”Great, you walked “6,000” steps!“
  - ○ ”That’s amazing! How did you manage to walk “6,000” steps?”

advanced level

Think about it!

One night,
a user sent
the message on LINE
shown at right.
As a coach, what do
you reply with?



There is no right or wrong answer.
Think freely!

I'm alone and lonely 

(1) First, let's think from the user's point of view.

- **Why** did they write it that way? … True feelings? Laughing it off? Mistake?
- **How** do they feel? …They feel lonely or not?
- **What** do they want you to do? …Do they want to talk with you or not?

I'm alone and lonely 

(2) Don't look down on them from above,

Be careful with your language.

☑ Are you bossy to the users?

✕ "What's up with that emoji? I don't get it!."

☑ Be respectful and use polite language.

○ "Could you please elaborate on how you are feeling right now?"

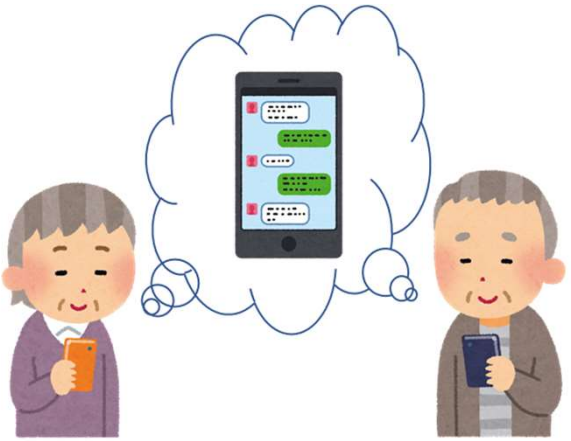
A piece of advice

You should not leave anything you don't understand or think, "Oh?"

Let's check and consult with the user or others!

As you interact with users
you can ask them when you think, "Oh?"

How was it?



Did you find it more difficult that
the communication on LINE is
than actually meeting and talking to them?

Wait a minute
before you send the message!

On LINE, please be more cautious and stay calm
than face to face!

Take a break ♪

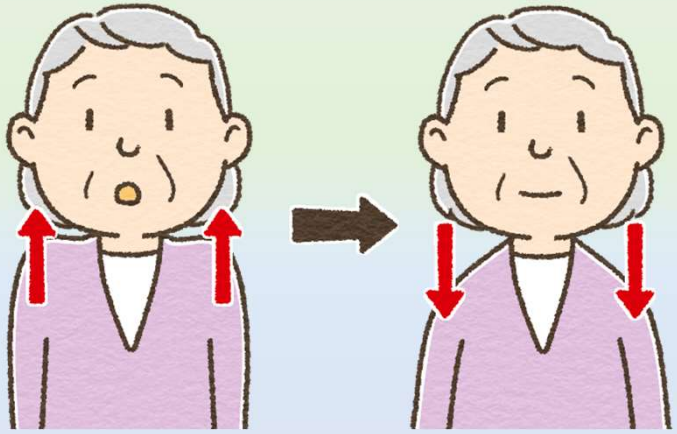
(1) Inhale and lift both shoulders up.

(2) Exhale and drop the stoner,

relax your shoulders.

(3) Repeat 3 to 5 times.

When in pain, take it easy.



Today's Menu

Final chapter!

4. how does coaching work?

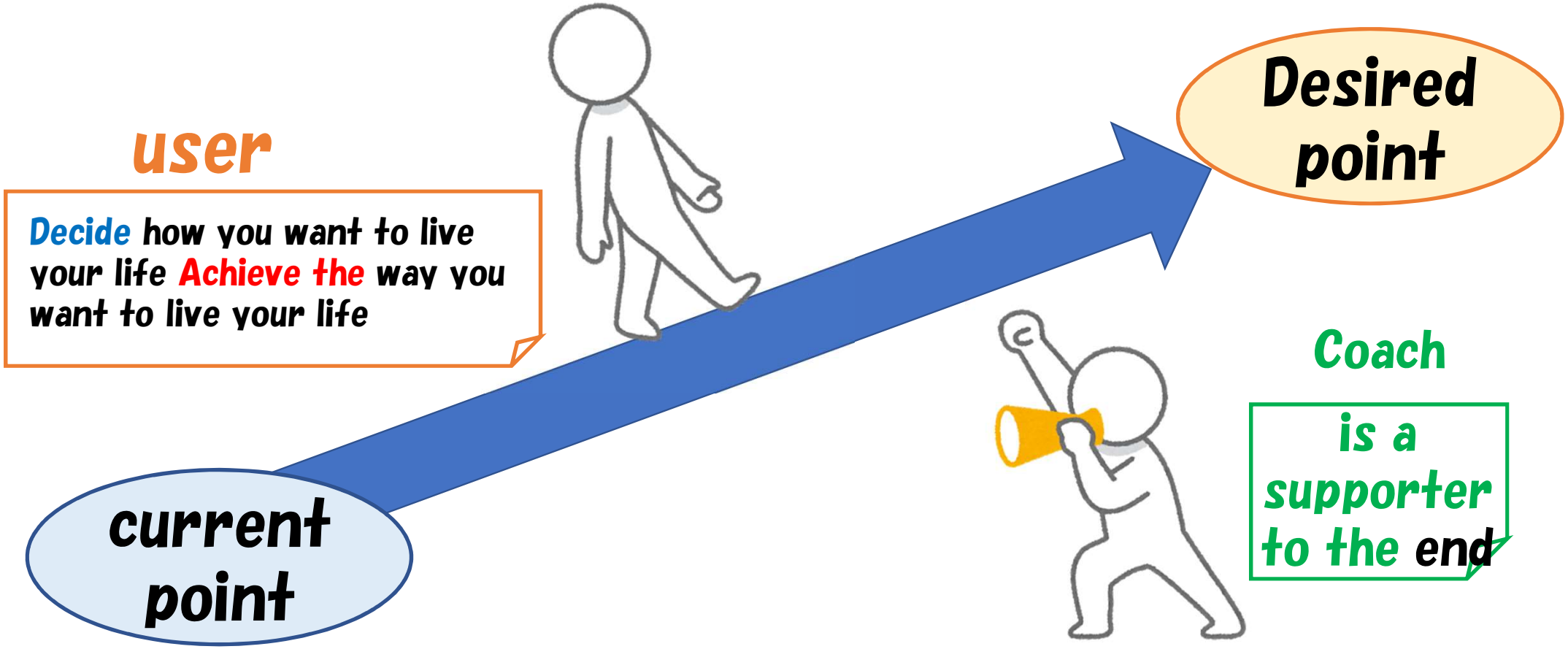
What is coaching?

Coach…?

Guidance…?

Teaching users to "do" health behaviors… It is not!

What is Coaching,
Helping users achieve the way they want to live to achieve the way they want to live.



In coaching, through dialogue,
to help you achieve the life you want,
The coach guides the user to achieve
the life he or she desires.

Let's imagine it as a travel guide

traveller

Tourist Attractions in Miyagi and I want to enjoy gourmet food!

Yes,

I want to go to Matsushima.
What food do you recommend?

Then,
Let's have sushi!

Welcome!
What kind of trip would you like to take?
is it?

By the way, are you interested in history and culture?

How about the ruins of Aoba Castle, Shiogama Shrine, or Matsushima?

If you are a gourmet in Miyagi,
Beef tongue, sushi, zunda
is recommended.

guide

The travel guide asks questions to the traveler questions to the traveler and elicits the traveler's wishes.

traveller

Hope for the Journey

Tourist Attractions in Miyagi and I want to enjoy gourmet food!

Let's use □□□!

decision

guide

Listening to travelers' wishes
Suggestions and advice

What kind of trip would you like to take?

Recommendation,
□□, △, △, ◆◆.

If a travel guide gives you a one-sided

If you want to go sightseeing,
you should first
Go to the zoo!

A restaurant famous for its
beef tongue,
I have to go to store A.
No, you can't!

For souvenirs, buy
sasakamama (bamboo grass
cake) at Sendai Station.
Please!

Let's go to the hot spring! At
B Ryokan in Akiu Onsen
Please stay the night!

How would you feel if you were asked to do so?

In the travel guide,

We listen to the wishes of the traveler,

suggestions and advice.

In coaching,

Listening to what the user wants to do,

We offer suggestions and advice.

Imagine with coaching!

user

Dementia.
I don't want to be.

Around you.
I can't do it myself.
I guess that's what it's all about, isn't it?

Hmmm, every morning,
If it's about reading the newspaper,
You might be able to do that.

XX, about health,
What kind of image
Do you have it?

He said he would get dementia,
What are your concerns?

In order to avoid dementia, it is likely that ___ will be able to
What is the thing?

coach

The coach asks questions to the user, drawing out ideas and abilities within the user.

user

thinking

I don't want to get dementia.

I'm worried about you.

Maybe I can do it.

decision

coach

Elicit users' ideas and abilities while talking to them.

What kind of health
Do you have an image?

What are your concerns?

I think Mr. XX could do it.
What is the thing?

If the coach, one way or the other

If you want to be healthy,
Exercise first!

For now, starting tomorrow.
Take a half hour walk every morning.
Please!

Dementia Prevention,
Do 100 mental arithmetic problems every day.
Let's do it!

At least 8 hours a day.
You need to sleep!

What would you think if I told you?

In coaching,

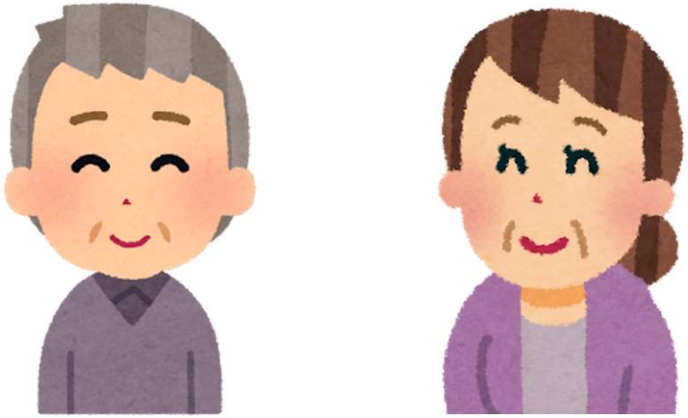
Instead of "making" the user do something,

but rather to help the user "want" to do something.

We help them to think "I want to ~~~~ i

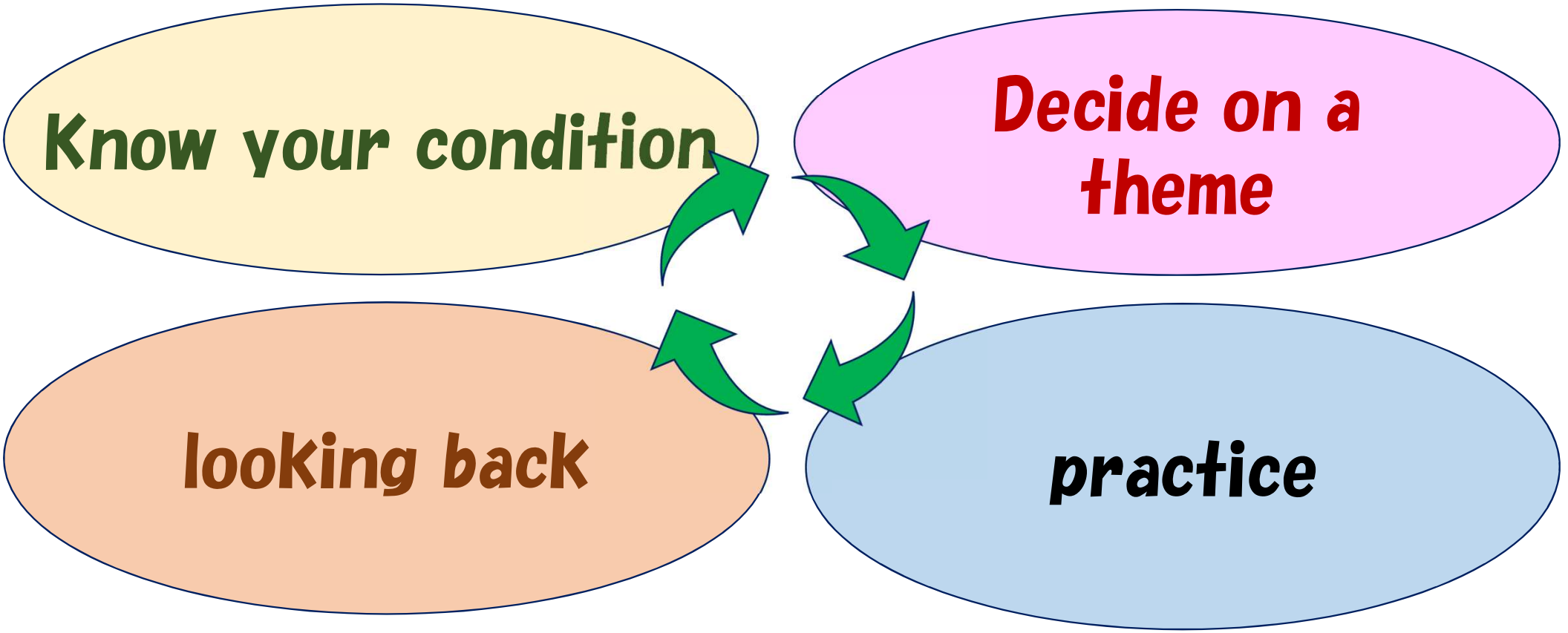
About coaching,

Are you beginning to get a vague idea of what coaching is all about?



Let's learn a little more about it!

In coaching, the user is asked to Repeatedly do four things



Know your condition

And to do

user	coach
(1) Smartphones and Smartwatches and other devices. Utilize	(1) Assistance
Check your health condition	(2) Assistance
	(3) User's Degree of motivation. Judgment.

Know your condition

Specific examples of (1)

Help users take advantage of smartphones, smartwatches, and other devices.

How many steps a day I take,
I wonder if he's walking?

Smartwatch?
That's how it works.
Can I see it?

user

coach

Smartwatch.
You can check.

Then,
Smartwatch.
How to see the number of steps.
I will let you know!

Know your condition Specific examples of (2)

Help users check their health status

How was your blood pressure this morning?

When blood pressure is high,
For exercise,
It's better to take it easy.
Might be a good idea.

coach

user

Smartwatch,
We'll see...
Oh my, 150/100 mmHg!
My blood pressure's elevated...

Oh, yeah... Today...
I think I'll just do some light stretching.

Know your condition

Specific examples of (3)

The coach is responsible for the user's
Determine the degree of motivation.


indifferent period


interest period


preparat ory phase


user

XX period."
Regarding,
To be explained
later
I will do so!


coach


preparato ry phase

Decide on a theme And to do

user	coach
(i) What you should do. find (e.g. an error in a book)	(i) As needed, Provide tips and alternatives
	(2) Introduction of Available Objects (Apps, chatbots, (e.g., social platforms)
	(iii) Users voluntarily Leading to change in behavior

Decide on a theme

Specific examples of (1)

- Users find out what they need to do
- Coach will provide tips and options as needed

Mr. XX,
What are the Exercises
that could be done ?

For example,
How about some stretching
or exercises?

coach

user

Easy to do in the house.
Maybe I can get some exercise.
What exercise do you recommend?

Then,
Maybe I should try gymnastics.

Decide on a theme

Specific examples of (2)

Introduction of available objects
(apps, chatbots, social platforms, etc.)

This month,
What events are happening in the community?
You have it, don't you?

Next Wednesday,
To the "History Walking Group."
I wish I could participate.

You can check the socialplatform.
I'm on it!

Were there Events you would like to go to?

practice

user	coach
(1) The theme you have decided on. Actually do it yourself	(1) For users to practice Introduce a means of Smartphones, smartwatches
	(2) Encourage users to participate in social activity

practice

Specific examples of (1)

- Users actually do their own theme, which they decide to do themselves.
- Introduce means for users to practice
  (Smartphones, smartwatches)

Upcoming,
We're going for a walk!

user

coach

When taking a walk,
Use the Smartwatch.
When you put it on,
The number of steps and calories burned are indicated.
You can see it at a glance!

practice

Specific examples of (2)

Support users to actively participate in society

Recently, Have you met your friend?

Would you like to contact ?

coach

user

Speaking of which, recently,
With my chess buddies
I haven't seen you...

Well...
Since we're here,
I'll give them a call.

looking back

user	coach
(i) Share experiences with coaches	(1) Share the experience with users
(2) On social platforms Success stories of other users are available.	(2) What the user was able to do. Find and praise
(3) When taking action, what you consider burdensome. Think about how to remove them	(3) Assist
(4) Create an environment conducive to action	(4) Assist

looking back

Specific examples of (1)

Users and coaches share experiences

- Coach finds and praises what the user has done

10,000 steps today.
We walked!

user

coach

Excellent!
XX, you walked 10,000 steps!

From yesterday,
Two thousand steps more
is done.

looking back

Specific examples of (2)

users, on social platforms,
Helping other users learn about our success stories

On social platforms,

You can see the experience of other users!

coach

user

Let's see...

Heh!
Even if you don't like to exercise,
Walking,
Some people are able to continue
There you are!

looking back

Specific examples of (3)

When users, act,
Helping you to think about and remove what you consider a burden.

Going out is a pain!

Because my knee hurts,
I don't want to walk.

user

coach

Mr. XX.
When going out,
What do you find burdensome?

What can be done to reduce
that sense of burden?
Can you do it?

looking back

Specific examples of (4)

To make it easier for users to take action,

Do not waver in your resolve,
Something to remind you of the exercise.
Try putting it around,
How about that?

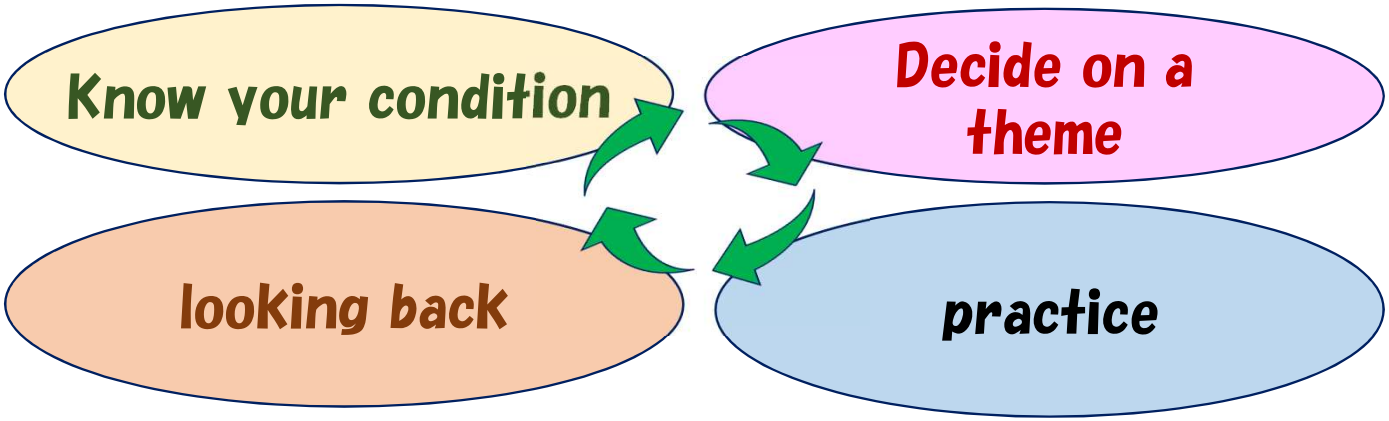
coach

user

Then,
A prominent place in the foyer.
I'll leave my walking shoes on the floor.

Review of points so far… ♪

- In coaching,
  The user repeatedly does four things
- The coach helps them



What do you think?

Are you starting to get an idea of what coaching is like?

From here on out, it is about the user,
Let's learn!

The degree of user motivation varies from person to person.

I don't like to exercise,
I don't want to...

To prevent falls,
I exercise every day!

The degree of user motivation,
Three levels of user motivation can be distinguished

indifferent period

Interest (none)

Action (none)

interest period

Interest (Yes)

Action (none)

preparatory phase

Interest (Yes)

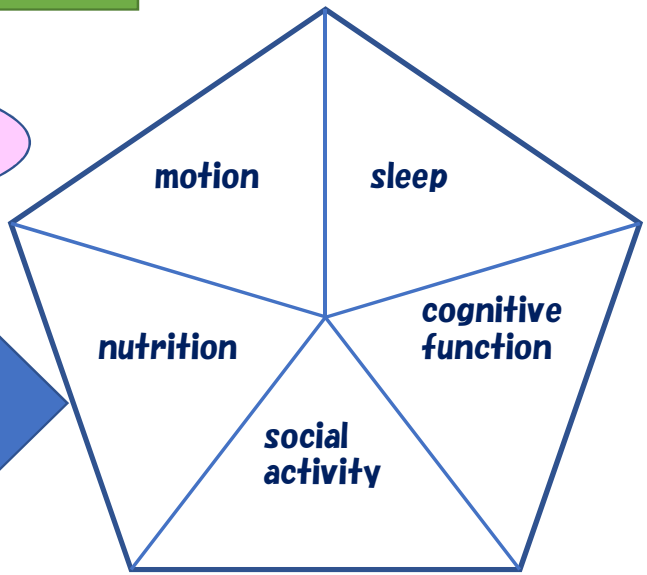
Action (Yes)

Who are the users in the indifferent phase?

Interest (none)

Action (none)

health behavior



(1) I Do not feel the need to do so.

(2) I don't know what it is.

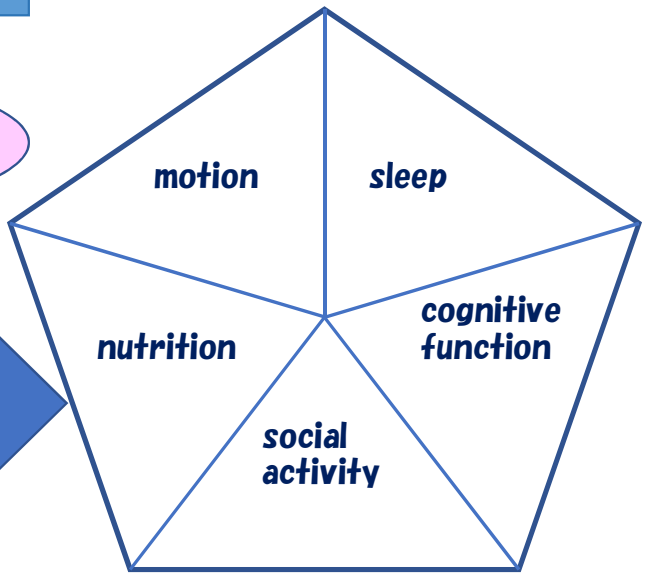
(3) I Feel more burdened, and I feel that they are more burdened

Who are the users in the interest phase?

Interest (Yes)

Action (none)

health behavior



(1) Interested, but do not intend to start immediately

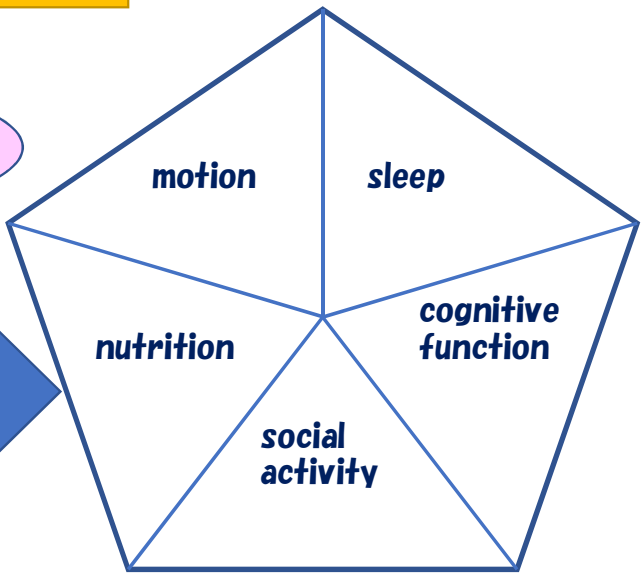
(2) I don't know where to start.

(3) I am not sure if I can do it.

Who are the users in the preparation phase?

Interest (Yes)
Action (Yes)

health behavior



(1) Already started

(2) The first 6 months are the easiest to stumble upon when just starting out.

(3) Confidence that "I can do it!" I have confidence that I can do it!

The user's ___ period.
Think about it!

You don't have to answer correctly!

Thinking is more important!

The user's, ___ period.
Think about it! (Exercise)

I think walking is important.
I walk every morning.

user

This user,

Which of the following stages is she in (1) through (3)?

(1) Period of indifference

(2) Period of interest

(3) Preparation period

★ Tip ★

Is she Interested in the activity?
Taken Action already?

The user's, ___ period.
Think about it! (Exercise)

I think walking is important.
I walk every morning.

user

Answer: 3) Preparation period

The user's, ___ period.
Think about it! (Exercise)

user

I think walking is important.

interest: (Yes)

Walking every morning.
I'm doing it.

action: (Yes)

preparatory phase

The user's, ___ period.
Think about it! (Social Activities)

I really want to try volunteering.
But I haven't been able to attend because I've been busy with work.

user

This user,

Which of the following stages is he in (1) through (3)?

(1) Period of indifference

(2) Period of interest

(3) Preparation period

★ Tip ★

Is he Interested?
Action taken place already?

The user's, ___ period.
Think about it! (Social Activities)

I really want to try volunteering.
But I haven't been able to attend because I've been busy with work.

user

Answer: (2) Interest period

The user's, ___ period.
Think about it! (Social Activities)

user

The truth is, we need volunteers.
I want to try.

→ interest (Yes)

But I was busy with work,
I haven't been able to attend.

→ action (none)

interest period

The user's, ___ period.
Let's think about it! (Nutrition)

I have no intention of changing my current diet.
I let my wife do all the work on the meals.

user

This user,

Which of the following stages are you in (1) through (3)?

(1) Period of indifferenc
(2) Period of interest
(3) Preparation period

★ Tip ★

Interested?
Action taken place already?

The user's, ___ period.
Let's think about it! (Nutrition)

I don't intend to change my current diet. I let my wife do all the work on the meals.

user

Answer: (1) indifference period

The user's, ___ period.
Let's think about it! (Nutrition)

user

Change your current eating habits
I don't intend to.

→ interest (none)

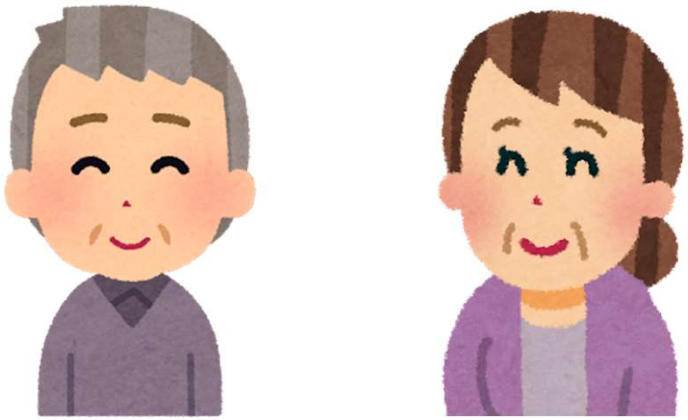
Meals,
I leave everything to my wife.

→ action (none)

indifferent period

How motivated are the users?

I hope this has given you some idea of the level of user motivation.



After this, do it in the indifference phase, interest phase, and preparation phase
Learn about coaching!

Coaching users in the indifference phase

Goal: To make people aware of the importance of healthy behaviors.

Interest (none)

Action (none)

(i) to get users to talk about their thoughts and feelings about illness and health behaviors.

(ii) to explain the benefits of healthy behaviors and, conversely, the dangers of not engaging in healthy behaviors. After this, let's learn by specific examples.

Specific examples of coaching during the period of indifference (1)

against disease and health behaviors.

Get users to talk about their thoughts and feelings.

I can't believe I'm exercising.
I can't do it!

Why,
That's...

user

coach

If I may,
Mr. XX,
you don't want to exercise.
Why do you think so?
Can you tell us about it?

Specific examples of coaching during the period of indifference (2)

What good can come from healthy behaviors?
I'll tell you about the dangers of not doing healthy behaviors.

I can't believe I'm exercising. I can't do it!

Exercise can help you feel younger. For example...

user

coach

Coaching users in the interest phase

Goal: To make people feel strong in their confidence.

Interest (Yes)

Action (none)

(1) what are the obstacles to devising a life?

(2) Communicate information on health behaviors

Specific examples of coaching during the interest period (1)

To devise a life,

Discuss what is burdening you.

I need to exercise."
I thought that
I'm here...

busy with work as a burden

user

coach

For example, what do you find burdensome when you start exercising?

What could you do to reduce that sense of burden?

Specific examples of coaching during the interest period (2)

Communicate information on **health behaviors**

I don't think, "I need to exercise."
I'm here...

Well, let's just hear it.

user

coach

Like XX, I want to exercise, There are many who find it difficult to do so.

Would you like to hear about the experiences of some of these people who have started exercising?

Coaching for users in the preparation phase

Goal: Determine a theme for what you do.
Follow up to prevent heartbreak.

Interest (Yes)
Action (Yes)

(i) What are the themes that users might be able to Help her to decide

(2) suggest the use of rewards and the support of those around them, so that the user does not lose heart.
(esp. to the government, Imperial Household, etc.)

Specific examples of coaching in the preparatory phase (1)

To allow users to decide on a theme that they think they can do.
Coach can Support this activity.

I'll join a gymnastics class

user

coach

Ms. XX.
Would you like to set one goal that you could do?

The trick is to set a goal that is so small at first.

Specific examples of coaching in the preparatory phase (2)

To prevent users from losing heart,

Suggest the use of rewards and support from those around them.

I'll join a gymnastics class

How about giving yourself a 'reward' for your hard work if you can keep exercising for a certain period of time?

user

coach

Review of points so far… ♪

- The degree of user motivation,
  The degree of user motivation can be divided into three levels

- Coaches coach users according to their level of motivation
  - Coaching is tailored to the user's level of motivation

Finally, the role of the coach is…

You are not wrestling.

You are dancing!

(Excerpt from the words of psychologist Dr. Miller)

(i) On an equal footing, like dance partners,

(ii) Caring for users,

(iii) Acceptance,

(iv) Elicit the user's ideas and solutions!