

Griefwork

Healing from Loss

Reproducible
Interactive
& Educational
Handouts

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GriefWork ~ Healing from Loss

Reproducible Interactive & Educational Handouts

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DEDICATION

GriefWork ~ Healing from Loss
is dedicated to the memory of
Joseph D. Zamore and Mitchell A. Leutenberg
whom we continue to love, and who continue to inspire us.
We suspect Joe and Mitch are still happily ushering together.

OUR THANKS & GRATITUDE

**To our families for their support —
with this book and in our lives:**

Children and their spouses —
Michael Zamore, Abigail Smith, Rachel Zamore, David Cohen and Judith Zamore
and grandchildren —
Emmett Smith Zamore, Henry Smith Zamore and Elias Jacob Zamore-Cohen

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and grandchildren —
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give our words reality and added meaning.**

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and have taught so much!

**To each other for friendship, support, encouragement,
tears and laughter throughout the years!**

— Fran & Ester

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SECTION I

For the Facilitator

This section is specifically designed as background information for facilitators. We encourage you to read this material before using Sections II and III with your clients.

We have provided information to help with understanding of the grieving process as well as suggestions for using the book. You will also find ideas for individual and group facilitation.

Tasks of Healing from a Loss For the Facilitator

**Four tasks are related to the work of grieving.
Personal growth and healing are built on these tasks.**

1. **Accepting the loss** is the starting point for the work of grieving. Accepting the loss refers not only to intellectual acceptance, it also refers to emotional recognition. Intellectual acceptance occurs as a person emerges from *shock*. Full emotional acceptance may take longer and occurs as the other tasks are being accomplished.
2. **Feeling the feelings** is counter-intuitive for most people. Most people would rather deny feelings, push them aside, distract themselves and/or 'stuff' them instead of experiencing the full weight of any uncomfortable emotions. Experiencing feelings is imperative and is a primary task during *disorganization*. Not all people will be able, or willing to express their feelings, and that is okay. It is helpful to be able to identify them. Some people feel what they are feeling and do not need to emote. We must allow for differences in expressive styles and not insist that feelings be expressed in any particular way.
3. **Adjusting** relates to learning to live without the physical presence of a loved one. Reorganizing one's life without the deceased depends on the nature of the relationship and role with the deceased. Primary caregivers may have a very difficult time every day because they organized their entire schedules around the care giving, while adult children living in other cities may not feel the day-to-day impact as fully as they may feel the absence at holidays or family celebrations. We associate this process with the stage of *reorganization* along THE HEALING PATHWAY.
4. **Moving forward** is when we notice that the grieving person has been able to adjust in a way that allows for personal growth. Moving forward does not imply forgetting. It is a recognition of living life fully, being grateful for all we *do* have, with a genuine capacity for joy, in a newly constituted way and formulating a vision for the future. This coincides with the concept of *NEW NORMAL*.

GriefWork Emotions

Check the emotions you are experiencing right now.

“I feel ...”

 Cautious <input type="checkbox"/>	 Annoyed <input type="checkbox"/>	 Loved <input type="checkbox"/>	 Lonely <input type="checkbox"/>	 Discouraged <input type="checkbox"/>	 Jealous <input type="checkbox"/>
 Frustrated <input type="checkbox"/>	 Helpless <input type="checkbox"/>	 Hostile <input type="checkbox"/>	 Apathetic <input type="checkbox"/>	 Disappointed <input type="checkbox"/>	 Numb <input type="checkbox"/>
 Relieved <input type="checkbox"/>	 Confused <input type="checkbox"/>	 Restless <input type="checkbox"/>	 Sad <input type="checkbox"/>	 Judged <input type="checkbox"/>	 Hysterical <input type="checkbox"/>
 Hopeless <input type="checkbox"/>	 Guilty <input type="checkbox"/>	 Anxious <input type="checkbox"/>	 Angry <input type="checkbox"/>	 Forgetful <input type="checkbox"/>	 Regretful <input type="checkbox"/>
 Disconnected <input type="checkbox"/>	 Miserable <input type="checkbox"/>	 Unsupported <input type="checkbox"/>	 Yearning <input type="checkbox"/>	 Shocked <input type="checkbox"/>	 Capable <input type="checkbox"/>
 Aimless <input type="checkbox"/>	 Denial <input type="checkbox"/>	 Acceptance <input type="checkbox"/>	 Fear <input type="checkbox"/>	 Hopeful <input type="checkbox"/>	 Determined <input type="checkbox"/>
 Supported <input type="checkbox"/>	 Unfocussed <input type="checkbox"/>	 Overwhelmed <input type="checkbox"/>	 Needy <input type="checkbox"/>	 Resilient <input type="checkbox"/>	 Abandoned <input type="checkbox"/>

GRIEFWORK EMOTIONS

PURPOSE

People are capable of experiencing a wide variety of emotions at any given time. Recognizing this can be empowering. People can begin to appreciate just how difficult the grieving process can be when they take the time to notice the different emotions they feel and the fact that they can experience any number of them at the same time. Grief will subside over time; however, the grieving process does not happen in a step-by-step or orderly fashion.

ACTIVITY

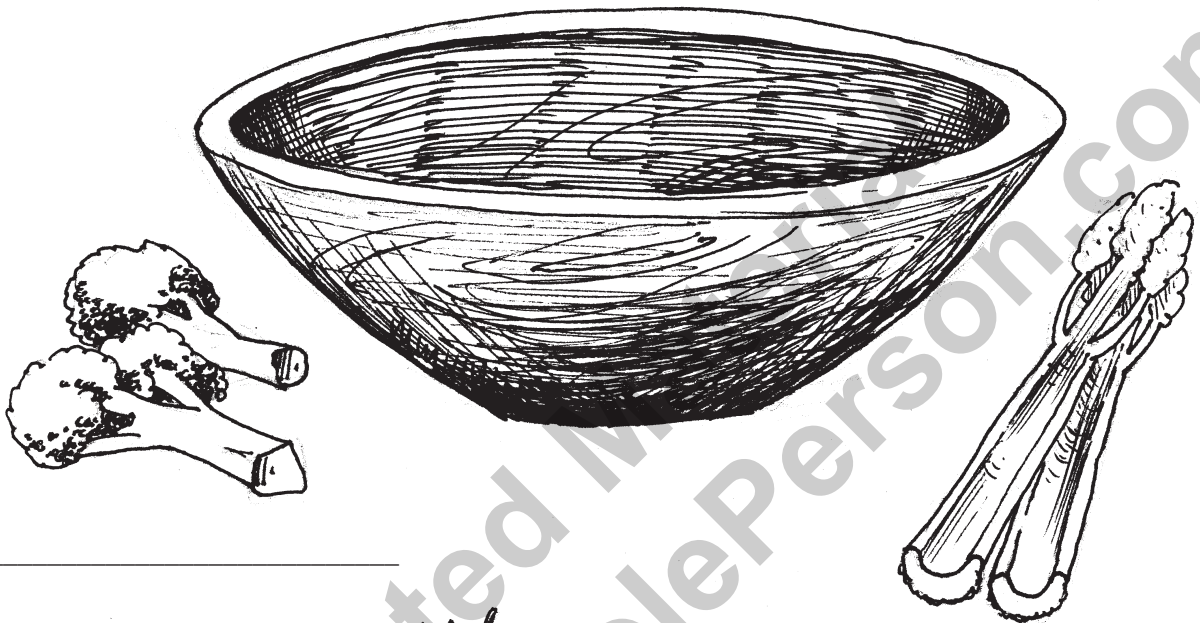
This handout can stimulate participants to identify and name some of their emotions. Encourage the participants to take the handout home, and at various times during the next few days, repeat the exercise, checking it off with an “X”, a “√”, or different color markers. They might want to track the time of day these feelings emerge. A particular emotion may be of significance to them in their disrupted life routine, or heighten their awareness of specific times of the day that are best for them, or help them notice particularly vulnerable times of the day. This will emphasize the point that people feel different emotions constantly – many at the same time – many in the same day. When they allow themselves to fully experience what they are feeling, the emotions tend to shift, sometimes slightly and sometimes dramatically.

This handout works very well with EMOTIONS SALAD BOWL, page 39, and is an excellent reference sheet for many of the activities in this book. GRIEFWORK EMOTIONS can be enlarged on a photocopy machine and used as a poster.

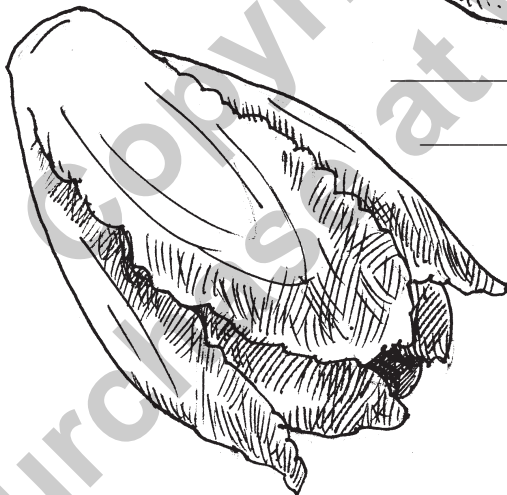
The Emotions Salad Bowl

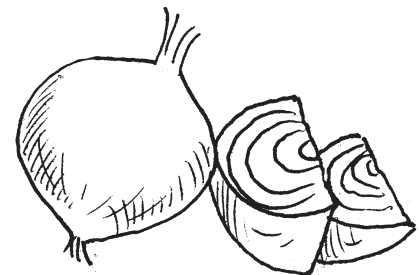
Mourning can be difficult because we feel many emotions at once.

Under some of the salad ingredients write the emotions you are feeling now.









Having many different emotions at the same time adds to the richness of our lives and makes for a much more interesting salad!

THE EMOTIONS SALAD BOWL

PURPOSE

Recognizing the variety of simultaneous emotions can be empowering. People begin to appreciate how difficult the grieving process can be when they notice their array of emotions. In the salad bowl metaphor, variety is the 'spice of life'. Participants will become aware and recognize the different emotions they feel, all at the same time. Just as the wide variety of ingredients in a salad — with different textures, colors and tastes enliven a salad and make it more interesting — the different emotions we experience simultaneously, enliven and enrich our lives. This handout works well in conjunction with GRIEFWORK EMOTIONS, page 37.

ACTIVITY

Discuss the salad bowl metaphor. Ask members of the group to write an emotion that they have felt today under each of the vegetables. Then ask the group to share the emotions they wrote on the paper. Note if participants share similar emotions.

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