WORKSHEET 46 · FOR THE PSYCHOLOGIST

The map of my losses

Naming everything migration has made me lose (migratory grief)

AIM

Help the person identify the different losses linked to migration (loved ones, language, culture, landscapes, status, belonging…), often experienced without being named, so as to recognise a legitimate grief.

WHO IT IS FOR

Expatriates or migrants, whatever the reason for leaving, even when it was chosen and “went well”.

DURATION

20-30 min in session

HOW TO RUN IT

1. Explain that migrating involves several griefs at once, often partial and recurring (you can go back, loved ones are still alive), which makes them less visible.
2. Go through the areas on page 2: loved ones, language, culture and customs, landscapes and climate, social and professional status, sense of belonging, safety.
3. For each one, the person notes what they miss and how strongly.
4. Also identify what has been gained: migrating is not only losing, and both coexist.
5. Validate: feeling sad does not invalidate the decision to leave.

POINTS TO WATCH

> Don’t pathologise a normal process. If the losses go together with intense, lasting stress (loneliness, insecurity, fear, failure of the migration plan), think of the accumulation of stressors described by Achotegui (“Ulysses syndrome”) and assess mental health more broadly. With people in exile or who have experienced violence, adapt (trauma).

REFERENCES

Achotegui, J. (2009). Estrés límite y salud mental: el síndrome del inmigrante con estrés crónico y múltiple (síndrome de Ulises). Gaceta Médica de Bilbao, 106(4), 122-133.

Bhugra, D. & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. World Psychiatry, 4(1), 18-24.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 46 · WORKSHEET TO HAND OUT

The map of my losses

Leaving, even by choice, means losing many things at once: loved ones in daily life, a language, customs, landscapes, a place. These losses rarely have a name. Writing them down helps you recognise what you are going through.

1. For each area in the table, note what you miss.
2. Rate from 0 to 10 how much you miss it today.
3. Also note what you have found or gained in that area.
4. Look at the whole picture: what weighs most right now?

Area (people, language, culture, landscapes, status, belonging…)	What I miss	Missing /10	What I have found

What have I never said out loud about what I have lost?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 47 · FOR THE PSYCHOLOGIST

My adjustment curve

Mapping the ups and downs of settling in a new country

AIM

Normalise the emotional ups and downs of adjusting to a new country (enthusiasm, disillusion, adjustment) by drawing one's own curve, without locking it into a single model.

WHO IT IS FOR

First months or years abroad, international students, accompanying partners.

DURATION

15-20 min in session

HOW TO RUN IT

1. Present the classic curve (discovery, shock, adjustment, adaptation) as a common description, not a rule: research shows very varied paths.
2. Ask the person to draw their own curve since arriving, with the key moments (good and difficult).
3. For the dips: what was happening? What helped them recover?
4. For today: where are they? What would help them now?
5. Identify upcoming risk periods (winter, holidays, anniversaries of leaving).

POINTS TO WATCH

> Avoid predicting a "dip" for someone who is doing well: present the curve as a possible map. A difficulty that lasts or gets worse deserves an assessment (depression, anxiety), not just the explanation "it's culture shock".

REFERENCES

Oberg, K. (1960). Cultural shock: Adjustment to new cultural environments. Practical Anthropology, 7(4), 177-182.

Ward, C., Bochner, S. & Furnham, A. (2001). The Psychology of Culture Shock (2nd ed.). Routledge.

PSYCHOLOGIST'S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 47 · WORKSHEET TO HAND OUT

My adjustment curve

Settling in a new country is not a straight line. There are often highs (discovery), lows (tiredness, loneliness) and recoveries. Your curve is unique: draw it.

1. Identify the important moments since you arrived.
2. For each one, note how you felt, from 0 (very bad) to 10 (very good).
3. For the low moments: what helped you recover?
4. And today, where are you?

Moment (date)	What was happening	How I was /10	What helped me

What would I need now, at this point on my curve?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 48 · FOR THE PSYCHOLOGIST

My suitcase

What I take with me, what I leave behind, what I discover

AIM

Help the person identify what creates continuity between “before” and “now” (values, customs, objects, bonds), what they have left behind and what they are discovering, to build an identity that connects rather than cuts.

WHO IT IS FOR

Life abroad, migration, returning home, repeated moves (“third culture kids”).

DURATION

15-20 min in session

HOW TO RUN IT

1. Suggest the image of the suitcase: what you have brought with you (visible and invisible), what you have left behind, what you find in the new country.
2. Explore the invisible: values, know-how, humour, recipes, music, ways of relating.
3. Look at what was left behind: are there things to recover, replace or grieve?
4. Identify what the new country brings that could go into the suitcase.
5. Choose a concrete gesture of continuity for the week (cooking a dish, calling someone, taking up a practice again).

POINTS TO WATCH

> Respect the person’s pace: for some people, looking at what they left behind brings up a lot of pain. Avoid imposing an “it’s all enrichment” view.

REFERENCES

Bhugra, D. & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. World Psychiatry, 4(1), 18-24.

Berry, J. W. (1997). Immigration, acculturation, and adaptation. Applied Psychology: An International Review, 46(1), 5-34.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 48 · WORKSHEET TO HAND OUT

My suitcase

When you left, you took visible and invisible things with you: objects, but also values, know-how, ways of being. You left others behind. And you are discovering new things. Let's take an inventory of your suitcase.

1. What I took with me (objects, values, customs, know-how).
2. What I left behind and miss.
3. What I am discovering here and want to keep.
4. A gesture of continuity this week: _____

I took	I left	I am discovering

What is there in me that stays the same in any country?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 49 · FOR THE PSYCHOLOGIST

My network here and there

Mapping social support in two countries

AIM

Help the person visualise their support network in their country of origin and in their host country, spot what is missing (often everyday, in-person support) and plan small steps to fill the gap.

WHO IT IS FOR

Loneliness, isolation after settling in, accompanying partners, international students.

DURATION

20 min in session

HOW TO RUN IT

1. Draw two circles: “here” and “there”. In the centre, the person; around them, close people; further out, acquaintances.
2. For each person, what kind of support do they provide: listening, practical help, leisure, advice, belonging?
3. Identify the types of support missing where they live (often practical help and physical presence).
4. Look for possible sources: colleagues, neighbours, associations, communities speaking the same language, regular activities.
5. Choose a small social step for the week.

POINTS TO WATCH

> Don’t minimise loneliness: it is a significant risk factor. Long-distance bonds are still valuable; it is not about replacing them, but about completing the network where the person lives.

REFERENCES

Ward, C., Bochner, S. & Furnham, A. (2001). The Psychology of Culture Shock (2nd ed.). Routledge.

Bhugra, D. & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. World Psychiatry, 4(1), 18-24.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 49 · WORKSHEET TO HAND OUT

My network here and there

When you live far away, the people who matter are often in another country. They are still important, but you also need support here, day to day. Take stock of your network, on both sides.

1. List the people who matter to you, here and there.
2. For each one, note the type of support: listening, practical help, leisure, advice.
3. Identify what you are missing here.
4. A small step to build connections here this week: _____

Person	Here or there	What they give me	Last contact

What kind of support do I miss most where I live?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 50 · FOR THE PSYCHOLOGIST

Which language do I feel in?

Emotions, memories and languages when living between two languages

AIM

Help the person observe how their languages influence the way they feel, remember and talk about themselves, and use that knowledge (for example, choosing the language in which to talk about a difficult topic).

WHO IT IS FOR

Bilingual or multilingual people, therapy in a language that is not one's mother tongue.

DURATION

15 min in session

HOW TO RUN IT

1. Explain that words in one's mother tongue are often felt more intensely and that some memories are "stored" in the language in which they were lived.
2. Explore: in which language does the person tell stories, dream, swear, talk to themselves when sad or angry?
3. Identify the topics that are easier or harder to approach in each language.
4. Discuss use in session: the second language can provide a protective distance; the mother tongue, more direct access to emotions.
5. Suggest writing the same difficult sentence in both languages and observing the difference.

POINTS TO WATCH

> There is no "right" language for therapy: respect the person's choice and pay attention to possible avoidance of emotions through the second language.

REFERENCES

Pavlenko, A. (2005). Emotions and Multilingualism. Cambridge University Press.

Dewaele, J.-M. (2010). Emotions in Multiple Languages. Palgrave Macmillan.

PSYCHOLOGIST'S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 50 · WORKSHEET TO HAND OUT

Which language do I feel in?

When you live between two languages, emotions don't sound the same in each one. An "I love you" or an insult can weigh very differently. Observe your languages: they say something about you.

1. In which language do I tell stories, dream, talk to myself when I'm sad or angry?
2. The topics that are easiest to approach in each language.
3. Write a difficult sentence in both your languages.
4. Note what you feel with each one.

Situation or sentence	Language	What I feel /10	What I notice

In which language would I like to talk about what touches me most?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 51 · FOR THE PSYCHOLOGIST

Between two cultures

How I combine my culture of origin and the one here

AIM

Help the person observe how they combine their culture of origin and that of the host country across the areas of their life, and choose consciously what they keep, adopt or adapt.

WHO IT IS FOR

Expatriates, migrants, second generations, intercultural couples, parents raising children in another culture.

DURATION

20 min in session

HOW TO RUN IT

1. Introduce two simple questions: how much do I keep my culture of origin? How much do I take part in the culture here? They are not opposites.
2. Look area by area: language, food, friendships, work, celebrations, child-rearing, religion or spirituality, partner.
3. For each area: what comes from there, from here, from a mix? How does the person feel about it?
4. Identify the tensions (loyalty to the family, pressure from the host country) and what is chosen versus what is endured.
5. Choose an area in which the person would like to find a better balance.

POINTS TO WATCH

> There is no universally “right” strategy: research often links integrating both cultures with better adjustment, but it depends on the context (discrimination, status, welcome). Avoid judging the person’s cultural choices.

REFERENCES

Berry, J. W. (1997). Immigration, acculturation, and adaptation. Applied Psychology: An International Review, 46(1), 5-34.

Ward, C., Bochner, S. & Furnham, A. (2001). The Psychology of Culture Shock (2nd ed.). Routledge.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 51 · WORKSHEET TO HAND OUT

Between two cultures

Living abroad means juggling two cultures. You can keep things from there, adopt things from here, mix them. There is no recipe: look at how you do it, area by area.

1. For each area, note what comes from your culture of origin.
2. Note what you have adopted here.
3. Note how you feel about that balance (from 0 to 10).
4. The area in which I would like a different balance: _____

Area (language, food, friends, celebrations, children…)	From there	From here	I feel good /10

What do I really choose and what do I endure?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 52 · FOR THE PSYCHOLOGIST

My rituals for leaving and arriving

Marking transitions to get through them better

AIM

Help the person create personal rituals to mark a departure, an arrival or a migration anniversary, to make room for emotions and give meaning to the transition.

WHO IT IS FOR

Before leaving, after arriving, returning home, repeated departures, grieving a loved one who stayed behind.

DURATION

15-20 min in session; the ritual itself, outside the session

HOW TO RUN IT

1. Explain that transitions without a ritual often leave a feeling of something unfinished, and that migrations often lack them.
2. Explore the rituals there were (a farewell party, last places visited) and those that were missing.
3. Help the person imagine a simple, personal ritual: a letter, an object, a place, a meal, a photo, music, with or without other people.
4. For arriving: a gesture to “inhabit” the new place (planting something, hanging a photo, inviting someone).
5. Review after the ritual: what has changed?

POINTS TO WATCH

> The ritual must make sense to the person and respect their cultural and spiritual references. In grief experienced from a distance (death of a loved one back home), watch out for complications of grief.

REFERENCES

Bhugra, D. & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. World Psychiatry, 4(1), 18-24.

Stroebe, M. & Schut, H. (1999). The dual process model of coping with bereavement: Rationale and description. Death Studies, 23(3), 197-224.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 52 · WORKSHEET TO HAND OUT

My rituals for leaving and arriving

The big stages of life often have their rituals. Migrations, much less so. Yet marking a departure or an arrival helps you say goodbye, keep a bond and start to inhabit a new place.

1. The transition I want to mark: _____
2. What I would like to say, leave or take with me: _____
3. My ritual (where, when, with whom, with what): _____
4. Afterwards: what I felt.

Ritual	Date	With whom	What changed

What helps me feel at home here?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 53 · FOR THE PSYCHOLOGIST

Moving between there and here

Making room for homesickness and for the new life (dual process)

AIM

Help the person understand that healthy grieving alternates between loss-oriented moments (homesickness, sadness) and restoration-oriented moments (new life, plans), and balance the two.

WHO IT IS FOR

Migratory grief, overwhelming homesickness or, on the contrary, avoidance of any sadness ("I mustn't look back").

DURATION

15-20 min in session; follow-up over a week

HOW TO RUN IT

1. Introduce the idea of oscillation: turning towards what was lost and towards what is being built, and moving from one to the other, is normal and useful.
2. Identify where the person spends most time: only in homesickness? Only in action, never feeling anything?
3. Help them plan moments for each side: time for homesickness (photos, a call, music) and activities of the new life.
4. For a week, note moments of each kind.
5. Adjust the balance according to what the person notices.

POINTS TO WATCH

> This model was described for grief after a death and is applied here by analogy. If homesickness is overwhelming and comes with depressive signs, assess more broadly.

REFERENCES

Stroebe, M. & Schut, H. (1999). The dual process model of coping with bereavement: Rationale and description. Death Studies, 23(3), 197-224.

Achotegui, J. (2009). Estrés límite y salud mental: el síndrome del inmigrante con estrés crónico y múltiple (síndrome de Ulises). Gaceta Médica de Bilbao, 106(4), 122-133.

PSYCHOLOGIST'S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 53 · WORKSHEET TO HAND OUT

Moving between there and here

When you have left a country, you need both to think about what you miss and to build your life here. Moving from one to the other is not a problem: it is what helps you get through the grief.

1. A “there” moment this week (photos, a call, music, a recipe): _____
2. A “here” moment this week (an activity, a meeting, a plan): _____
3. Note the moments of each kind in the table.
4. Look at the balance: am I leaning too much to one side?

Day	“There” moment	“Here” moment	How I feel /10

On which side do I need to spend a little more time?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 54 · FOR THE PSYCHOLOGIST

My first weeks here

A landing plan to find your bearings

AIM

Help the person structure their first weeks in a new country: basic needs, routines, first landmarks and first connections, to reduce the uncertainty and exhaustion of arriving.

WHO IT IS FOR

Recent or imminent arrival in a new country, accompanying partners, international students.

DURATION

20 min in session, ideally before or just after arriving

HOW TO RUN IT

1. List with the person the basic needs to sort out (housing, paperwork, health, money, transport) and put them in order of priority.
2. Plan simple routines that give rhythm: sleep, meals, physical activity, a quiet moment.
3. Choose landmarks in the neighbourhood: a café, a market, a park, a place to come back to.
4. Identify one or two possible first connections (a colleague, a neighbour, an association, a community).
5. Also plan time to rest: you can’t do everything at once.

POINTS TO WATCH

> Arriving is often exhausting, even when wanted. Help the person pace themselves: a few regular things are better than many exhausting ones. Spot situations of hardship that need social or legal help.

REFERENCES

Ward, C., Bochner, S. & Furnham, A. (2001). The Psychology of Culture Shock (2nd ed.). Routledge.

Achotegui, J. (2009). Estrés límite y salud mental: el síndrome del inmigrante con estrés crónico y múltiple (síndrome de Ulises). Gaceta Médica de Bilbao, 106(4), 122-133.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 54 · WORKSHEET TO HAND OUT

My first weeks here

The first weeks in a new country are often intense: everything is to be discovered and organised, and you get tired quickly. A small plan helps you find your bearings, step by step.

1. My practical priorities (housing, paperwork, health, money, transport).
2. My routines: sleep, meals, movement, a quiet moment each day.
3. My landmarks in the neighbourhood (a café, a market, a park): _____
4. A possible first connection here: _____

Week	To sort out	Did I keep my routine? (yes/no)	New landmark or connection

What made me feel a little more at home this week?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 55 · FOR THE PSYCHOLOGIST

Far from those who stayed behind

Living with ambiguous loss: present in your heart, absent from daily life

AIM

Help the person recognise the “ambiguous loss” that comes with distance (loved ones who are alive but absent from daily life, parents growing old far away) and find ways of keeping the bond while tolerating the absence.

WHO IT IS FOR

Expatriates and migrants far from their family, elderly or ill parents in the country of origin, guilt about leaving.

DURATION

20 min in session

HOW TO RUN IT

1. Introduce the notion of ambiguous loss: someone is physically absent but very present psychologically, with no clear end and no ritual.
2. Explore the associated emotions: homesickness, guilt, worry, helplessness (missed events, a parent’s illness).
3. Distinguish what depends on the person (form and rhythm of contact, visits, role from a distance) from what doesn’t.
4. Build concrete ways of keeping the bond (call rituals, letters, shared projects, taking part from a distance).
5. Work on accepting what still hurts (worksheets 19 and 22).

POINTS TO WATCH

> Guilt is common: validate it without reinforcing it. If a loved one falls ill or is at the end of their life back home, support difficult decisions (whether or not to go back) without making them for the person.

REFERENCES

Boss, P. (1999). Ambiguous Loss: Learning to Live with Unresolved Grief. Harvard University Press.

Bhugra, D. & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. World Psychiatry, 4(1), 18-24.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 55 · WORKSHEET TO HAND OUT

Far from those who stayed behind

Your loved ones are alive, but far away. You miss birthdays, meals, sometimes difficult moments. It is a particular kind of loss, called “ambiguous loss”: they are present and absent at the same time.

1. Who do I miss, and at what moments?
2. What I feel (homesickness, guilt, worry): _____
3. What depends on me to keep the bond (calls, visits, rituals, shared projects).
4. What doesn’t depend on me and that I can try to accept.

Person	What I miss	How I keep the bond	What I could add

How can I be there for them, in my own way, from here?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 56 · FOR THE PSYCHOLOGIST

My values travel with me

Keeping a direction when everything around changes (values)

AIM

Help the person identify the values that stay the same from one country to another and find new ways of living them in the current context, when the old ways are no longer possible.

WHO IT IS FOR

Loss of bearings after migration, loss of professional standing, loss of meaning, accompanying partners without an occupation.

DURATION

20 min in session

HOW TO RUN IT

1. Recall that a value is a direction, not a role: “being useful to others” can be lived as a nurse back home and in another way here.
2. Identify three or four important values from the person’s former life (what gave it meaning?).
3. For each one: how did they live it there? What is no longer possible here?
4. Look for new, small, concrete ways of living it here and now.
5. Choose an action for the week (link with worksheet 37).

POINTS TO WATCH

> Losing professional standing or status can hurt a great deal: validate the loss before looking for alternatives. Procedures for recognising qualifications need practical support, to which the person can be referred if needed.

REFERENCES

Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). Acceptance and Commitment Therapy: The Process and Practice of Mindful Change (2nd ed.). Guilford.

Wilson, K. G. & Murrell, A. R. (2004). Values work in Acceptance and Commitment Therapy: Setting a course for behavioral treatment. In S. C. Hayes, V. M. Follette & M. M. Linehan (Eds.), Mindfulness and Acceptance: Expanding the Cognitive-Behavioral Tradition (pp. 120-151). Guilford.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 56 · WORKSHEET TO HAND OUT

My values travel with me

When you change country, you sometimes lose a job, a role, habits. But what matters to you, your values, travels with you. It is about finding new ways of living them here.

1. What gave meaning to my life before (3 or 4 values).
2. How I lived them there.
3. What is no longer possible here.
4. A new, small, concrete way of living each value here.

My value	There I lived it by…	Here I can live it by…	Done? (yes/no)

What is still true for me, in any country?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 57 · FOR THE PSYCHOLOGIST

Making room for homesickness

Welcoming homesickness without drowning in it

AIM

Help the person recognise and welcome homesickness when it comes (triggers, sensations, thoughts), without fighting it or getting stuck in it, and connect it with what matters.

WHO IT IS FOR

Homesickness, nostalgia that comes back at particular moments (holidays, smells, music, anniversaries).

DURATION

10-15 min in session; when homesickness appears

HOW TO RUN IT

1. Normalise homesickness: it shows what matters and can also sustain a sense of continuity.
2. Identify the triggers (dates, smells, music, conversations, social media).
3. When it comes: name it, notice where it is in the body, breathe around it (worksheet 19), without trying to push it away.
4. Ask: “What does this homesickness tell me about what matters to me?” and find a small related gesture (calling, cooking, writing).
5. Notice whether homesickness leads to isolation or rumination, and rebalance (worksheet 53).

POINTS TO WATCH

> Homesickness is not a symptom. It becomes a concern when it goes with lasting isolation, sleep problems or depressive signs: then assess more broadly.

REFERENCES

Harris, R. (2019). ACT Made Simple: An Easy-to-Read Primer on Acceptance and Commitment Therapy (2nd ed.). New Harbinger.
Bhugra, D. & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. World Psychiatry, 4(1), 18-24.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 57 · WORKSHEET TO HAND OUT

Making room for homesickness

A smell, a song, a celebration: homesickness arrives without warning. It hurts, but it also tells you what matters to you. You can welcome it without drowning in it.

1. Name it: “Right now I’m feeling homesick.”
2. Notice where you feel it in your body and breathe around it, without pushing it away.
3. Ask yourself: what does it tell me about what matters to me?
4. Make a small related gesture (calling, cooking, listening to some music, writing).

When	What triggered it	Intensity /10	My small gesture

What does my homesickness tell me about what matters to me?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 58 · FOR THE PSYCHOLOGIST

The shock of going back

When returning home is harder than expected

AIM

Help the person returning to their home country after a period abroad to understand and get through "reverse culture shock": being out of step with loved ones, feeling they don't fit in, losing what they lived abroad.

WHO IT IS FOR

Returning from a period abroad, end of studies abroad, returning after long assignments.

DURATION

20 min in session

HOW TO RUN IT

1. Explain that going back can be as destabilising as leaving, often unexpectedly ("I'm going home, it should be easy").
2. Explore the mismatches: with loved ones (who have changed or not), with the country, with oneself.
3. Identify what the person has lost by returning (life abroad, bonds, pace, expatriate identity): it is grief too.
4. Identify what they gained abroad and want to keep (values, habits, language, bonds).
5. Choose ways of keeping that learning alive here (worksheet 48).

POINTS TO WATCH

> Loved ones often expect a happy return: the person may feel misunderstood or guilty for not being happy. Validate that mismatch.

REFERENCES

Gaw, K. F. (2000). Reverse culture shock in students returning from overseas. International Journal of Intercultural Relations, 24(1), 83-104.

Ward, C., Bochner, S. & Furnham, A. (2001). The Psychology of Culture Shock (2nd ed.). Routledge.

PSYCHOLOGIST'S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 58 · WORKSHEET TO HAND OUT

The shock of going back

We often imagine that going home will be simple. Yet returning can be surprising: you have changed, so have others, and you no longer feel quite in your place. It is common, and you get through it.

1. What surprises me or makes me uncomfortable since I came back.
2. What I miss about my life there.
3. What I learnt or gained abroad and want to keep.
4. A way of keeping it alive here: _____

What surprises me	What I miss about there	What I want to keep

Who could understand what I am going through on my return?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 59 · FOR THE PSYCHOLOGIST

From here and from there

Telling your migration story and your identity

AIM

Help the person build a narrative of their migration journey that links the different stages and integrates both belongings, instead of an identity experienced as broken or “neither from here nor from there”.

WHO IT IS FOR

Feeling of not belonging anywhere, second generations, journeys through several countries.

DURATION

20-30 min in session; writing between sessions

HOW TO RUN IT

1. Suggest telling the journey in chapters: before leaving, the departure, the arrival, today and the imagined future.
2. For each chapter: places, important people, what the person learnt about themselves.
3. Notice what runs through all the chapters (values, strengths, bonds): it is the thread of identity.
4. Explore the sentences that sum up identity (“neither from here nor from there” / “from here and from there”) and how each one feels.
5. Invite the person to write a version of their story that feels like them.

POINTS TO WATCH

> In journeys involving violence, forced exile or trauma, the narrative must be approached carefully and in a suitable framework (stabilisation, EMDR): don’t push for an account of traumatic events.

REFERENCES

Bhugra, D. & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. World Psychiatry, 4(1), 18-24.

Berry, J. W. (1997). Immigration, acculturation, and adaptation. Applied Psychology: An International Review, 46(1), 5-34.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 59 · WORKSHEET TO HAND OUT

From here and from there

When you have lived in several countries, you sometimes wonder “where am I really from?”. Telling your story in chapters helps you connect the pieces and find the thread that runs through them.

1. Divide your story into chapters (before, departure, arrival, today, tomorrow).
2. For each chapter: places, people, what I learnt about myself.
3. What runs through all the chapters (values, strengths, bonds): _____
4. My sentence about who I am today: _____

Chapter	Places and people	What I learnt about myself

What changes when I tell myself “from here and from there”?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 60 · FOR THE PSYCHOLOGIST

My plan for difficult days, far from home

Knowing what to do and whom to call when I'm not well, in the country where I live

AIM

Help the person prepare in advance a simple plan for difficult days abroad: warning signs, what helps, people to contact (here and in the country of origin) and emergency numbers in the country where they live.

WHO IT IS FOR

Anyone living abroad, especially if isolated, newly arrived or with a history of psychological difficulties.

DURATION

20 min in session; to keep on the phone

HOW TO RUN IT

1. Identify personal warning signs (sleep, withdrawal, thoughts going round in circles, alcohol use…).
2. List what helps (activities, places, people) and what makes things worse.
3. Write down contacts: one or two people here, one or two in the country of origin, taking the time difference into account.
4. Look up together the emergency and helpline numbers of the country where the person lives (112 works throughout the European Union) and a professional who can be reached.
5. Suggest keeping the plan on the phone and rereading it from time to time.

POINTS TO WATCH

> If there are suicidal thoughts, this plan does not replace a safety plan built with a professional or a risk assessment. Check the emergency numbers of the country of residence: they vary from one country to another.

REFERENCES

Stanley, B. & Brown, G. K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. Cognitive and Behavioral Practice, 19(2), 256-264.

Bhugra, D. & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. World Psychiatry, 4(1), 18-24.

PSYCHOLOGIST'S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 60 · WORKSHEET TO HAND OUT

My plan for difficult days

When you live far away, you don't always know where to turn when things go wrong. Prepare this plan in advance, when you are well, and keep it on your phone.

1. My warning signs (sleep, withdrawal, thoughts…): _____
2. What helps me: _____
3. The people I can call, here and in my country (with the time difference).
4. The emergency number in the country where I live: _____ and a professional I can reach: _____

Person or service	Here or in my country	Number	When to call

What do I want to remind myself on difficult days?

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications