

Fear of Missing Out

e-lang citizen team

Teacher Sheet

Task

Your students will be given the following task.

You are going to deal with the phenomenon *Fear of Missing Out* (FOMO). You will reflect on your social media behaviour and find out whether FOMO might affect you and your classmates. To do so, you will work with a Wikipedia article about FOMO in different languages and make up a brief questionnaire.

Website

Website available in English, French, German, Italian, Portuguese, Russian, Spanish and other languages]

- Wikipedia DE: https://de.wikipedia.org/wiki/Fear_of_missing_out FoMO
- Wikipedia EN: https://en.wikipedia.org/wiki/Fear_of_missing_out FOMO
- Wikipedia ES: https://es.wikipedia.org/wiki/S%C3%ADndrome_FOMO Síndrome FOMO
- Wikipedia FR: https://fr.wikipedia.org/wiki/Syndrome_FOMO Syndrome FOMO
- Wikipedia IT: <https://it.wikipedia.org/wiki/FOMO>
- Wikipedia PT: https://pt.wikipedia.org/wiki/S%C3%ADndrome_de_FOMO Síndrome de FOMO

Further reading about FOMO

- DE: <https://jungle.world/artikel/2018/32/fomo-ist-voll-pomo>
- EN: <https://www.verywellmind.com/how-to-cope-with-fomo-4174664>

The article includes tips for minimizing FOMO; A2 level should be enough to work with the text:

<https://www.verywellmind.com/how-to-cope-with-fomo-4174664#minimizing-fomo>

A related topic is Facebook anxiety. Find an article under this link:

<https://www.verywellmind.com/ten-things-not-to-do-on-facebook-when-you-have-sad-3024849>

CEFR level – For A2 level and above

Objectives

Digital citizenship and literacy

Dimensions covered in task	With this task students should
<ul style="list-style-type: none"> ➤ Ethical and responsible behaviour 	<ul style="list-style-type: none"> ➤ Become aware of their social media usage and possible dangers for personal health.
<ul style="list-style-type: none"> ➤ Technological literacy 	<ul style="list-style-type: none"> ➤ Learn how to use a tool to build a questionnaire and make a survey. ➤ Learn how to use a translation tool. ➤ Have a critical look at the tools used.
<ul style="list-style-type: none"> ➤ Collaboration literacy 	<ul style="list-style-type: none"> ➤ Learn how to build a questionnaire together. ➤ How to fill in a survey.
<ul style="list-style-type: none"> ➤ Plurilingual dimension ➤ Intercultural dimension 	<ul style="list-style-type: none"> ➤ Understand that Wikipedia offers the possibility to have information about one and the same issue in different languages.

Main language activities

- Written reception
- Mediation
- Written production
- (Oral production)

Plurilingual / intercultural aspects

Compare and analyse texts in different languages.

Find out whether the text contains the same information in each language. Are some aspects explained in greater detail in one or the other text? What could be the reason for this?

Use a translation tool and have a critical look at the tool.

Possible steps

1. The first step consists of providing the text in the students' mother tongue or a language they understand well.
2. In the next (second) step the students read the text about FOMO in their target language(s).
3. Finally, students develop a brief questionnaire (in the target language or in the language of the institution) to reflect on their social media behaviour.
You may propose the tool MS Forms: <https://www.microsoft.com/en-us/microsoft-365/online-surveys-polls-quizzes>
4. To help them find relevant questions for the survey, you could refer your students to the text about *Facebook anxiety*:
<https://www.verywellmind.com/ten-things-not-to-do-on-facebook-when-you-have-sad-3024849>.
5. Encourage your students to use a translation tool (e.g. DeepL: <https://www.deepl.com>) to help them build the items for the questionnaire. Show them how to use the translation tool critically.
6. Students answer the questionnaire.
7. Once the survey is completed, it is important to analyse the data gathered, even if this has to be in the students' mother tongue.

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Student Sheet

Task

You are going to deal with the phenomenon *Fear of Missing Out* (FOMO). You will reflect on your social media behaviour and find out whether FOMO might affect you and your classmates. To do so, you will work with a Wikipedia article about FOMO in different languages and make up a brief questionnaire.

1. Read a Wikipedia article about FOMO,
 - a. first in your mother tongue or a language you understand well;
 - b. and then in your target language(s)
Reading first in a language you are fluent in helps you to get the gist of the text in your target language(s)
2. To find out whether FOMO might affect you and your peers, develop a brief questionnaire Use the tool MS Forms <https://www.microsoft.com/en-us/microsoft-365/online-surveys-polls-quizzes>.
3. Do you need help to build the items of the questionnaire? Have a look at the text about *Facebook anxiety*; it might help you to get ideas on what to ask: <https://www.verywellmind.com/ten-things-not-to-do-on-facebook-when-you-have-sad-3024849>.
4. Do you have problems with formulating the items in your target language? Use a translation tool (eg. DeepL: <https://www.deepl.com>). Use it critically. Make your own translation first, then use the translation tool and compare the two versions.
5. Carry out the survey among your classmates.
6. Analyse the data gathered from the survey. Have a look at the graphs produced and describe them (if this proves too difficult to do in your target language, talk about the survey results in your mother tongue)

Websites

Website available in English, French, German, Italian, Portuguese, Russian, Spanish and other languages]

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- Wikipedia ES: https://es.wikipedia.org/wiki/S%C3%ADndrome_FOMO Síndrome FOMO
- Wikipedia FR: https://fr.wikipedia.org/wiki/Syndrome_FOMO Syndrome FOMO
- Wikipedia IT: <https://it.wikipedia.org/wiki/FOMO>
- Wikipedia PT: https://pt.wikipedia.org/wiki/S%C3%ADndrome_de_FOMO Síndrome de FOMO

Further reading about FOMO

- DE: <https://jungle.world/artikel/2018/32/fomo-ist-voll-pomo>
- EN: <https://www.verywellmind.com/how-to-cope-with-fomo-4174664> (includes tips for minimizing FOMO : <https://www.verywellmind.com/how-to-cope-with-fomo-4174664#minimizing-fomo>)
- Similar topic: facebook anxiety: <https://www.verywellmind.com/ten-things-not-to-do-on-facebook-when-you-have-sad-3024849>

CEFR level – For A2 level and above

Objectives

Digital citizenship and literacy

While completing this task, you can:

- find out more about your own social media behaviour and whether there is some danger for your personal health,
- discuss healthy ways of using social media,
- find out how to work with Wikipedia texts in different languages; this helps you to understand texts better in a foreign language,
- learn how to create a survey and carry it out using an online tool,
- learn how to use an automatic translation tool efficiently.

Plurilingual / intercultural aspects

Compare the texts describing *Fear of Missing Out*.

- Is there a translation of the terms in your language / in other languages?
- What are the key words to describe FOMO in each language you are investigating?

Compare these key words in the different languages and use them to speak about FOMO with your peers.

Hints

Work on the language-related aspects

Wikipedia offers the possibility to read the same entry in different languages. In order to do so, you use the sidebar menu. Click on the language you are interested in. Read the text in the foreign language. You can concentrate on the piece of text that describes the phenomenon.

Open the Wikipedia site on *Fear of Missing out* in all the languages that you understand and read the descriptions of the phenomenon in the different languages.

For you to think about

Analyse the data gathered from the survey. Have a look at the graphs produced and describe them. You may do this in your mother tongue. Reflect on these aspects:

- Is there a strong tendency towards misuse of social media?
- Do you have a feeling that FOMO could affect you / affect some of your peers?
- What could you do to improve your social media behaviour?