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ESAFETY WOMEN

e-SAFETY WOMEN HANDBOOK

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Card Game 2 – e-Safety Vocabulary Challenge

(Self-guided version – Learn key digital safety terms through play)

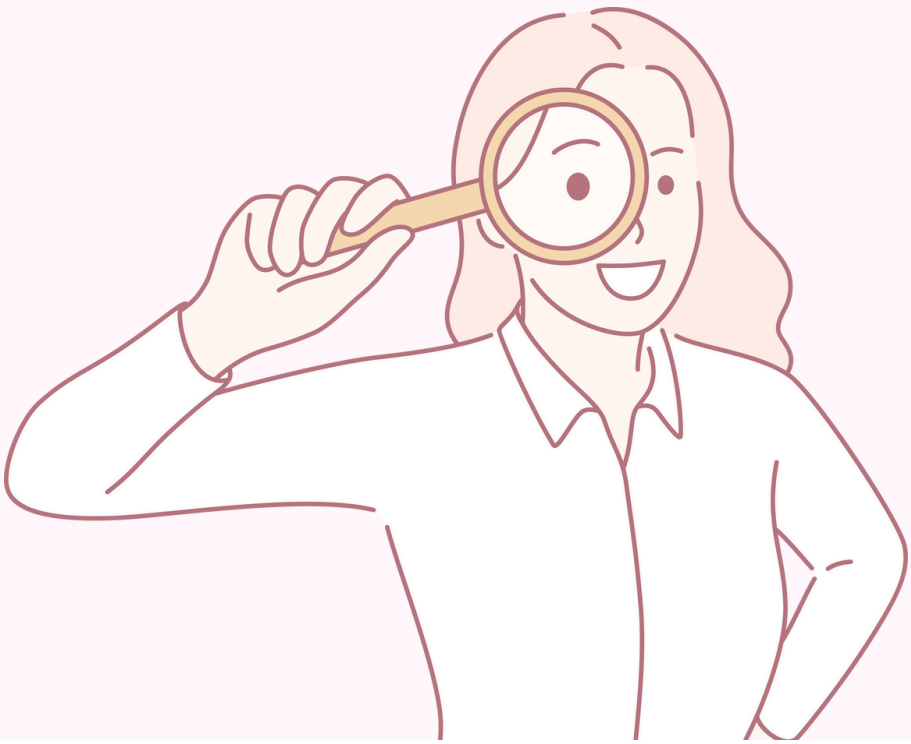


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1. Purpose

This short, self-guided game helps participants learn and remember the most important digital safety terms from the e-SAFETY WOMEN Toolkit.

It supports vocabulary building, quick recall, and peer learning — especially useful for participants with lower digital literacy or language confidence.

This game complements Card Game 1 – e-Safety Reflection Game and can be used independently or together with it.



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2. Game Overview

Feature	Description
Game type	Vocabulary / matching game (term ⇄ definition)
Number of cards	30–40 cards (each with one term and its definition)
Players	1–6 (individual or small groups)
Duration	15–20 minutes
Facilitator	Not required
Goal	To connect each digital safety term with its correct definition and strengthen understanding of key online safety concepts.

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3. How to Play

1. Prepare the cards

Print and cut the cards. Each card has a term on one side and its definition on the other side.

2. Shuffle the deck

Mix all cards well before starting.

3. Read and recall

Take one card, read the term, and try to remember what it means before flipping it over.

4. Check the answer

Turn the card around and read the definition to check if you were correct.

5. Repeat and review

Go through all cards until you can remember each term confidently.

6. Play with others (optional)

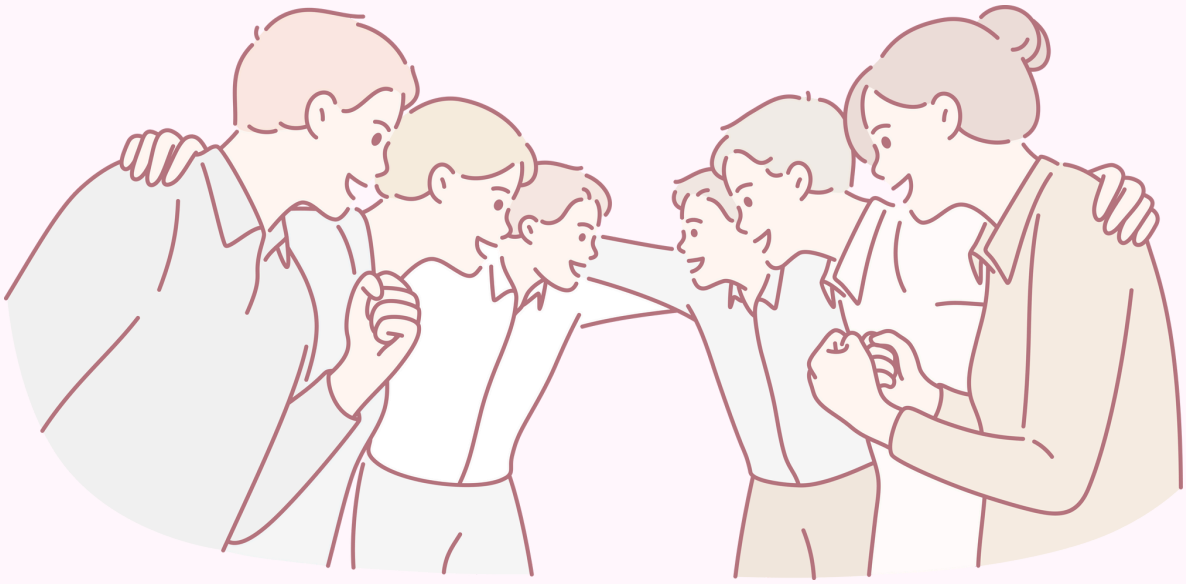
In pairs or small groups, take turns explaining terms and guessing definitions.

- 1 point for each correct answer.

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4. Game Variations

- **Flashcard Mode:** Play alone – look at a term and try to recall its meaning before flipping the card.
- **Memory Match Mode:** Place all cards face down and find matching pairs by turning over two at a time.
- **Team Challenge:** Divide into two groups; one group explains the term, and the other guesses the definition.



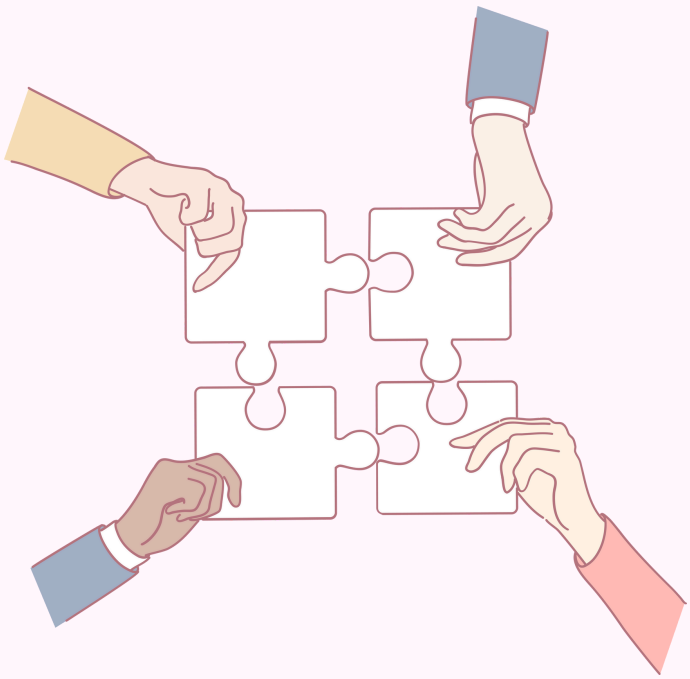
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5. Additional Notes

The e-Safety Vocabulary Challenge can be used:

- at the **beginning** of the course – to introduce the terminology, or
- at the **end** – to review what participants have learned.

It is especially useful for **migrant and disadvantaged women**, as it supports inclusion, language learning, and confidence in digital communication.



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