

# SOMEONE FOR EVERYONE

A COURSE ABOUT RELATIONSHIPS,  
DATING, AND COMMUNICATION

BY SEX FOR ALL



**RFSU MALMÖ, 2021**



# **SOMEONE FOR EVERYONE**

**A COURSE ABOUT RELATIONSHIPS,  
DATING AND COMMUNICATION**

**BY SEX FOR ALL**

---

## **SEX FÖR ALLA (SEX FOR ALL)**

Sex for all is run by RFSU Malmö. We offer adapted and accessible sexuality education and other information regarding sex, consent and relationships.

The course Someone for Everyone was developed in 2021 by Sex for All in association with Föreningen Grunden Malmö. Someone for Everyone is aimed towards people with intellectual disabilities and/or autism.

---

## THE COURSE SOMEONE FOR EVERYONE

We've chosen to split the course up into three sessions consisting of two hours each. If you'd like to add or deduct sessions you can pick out specific exercises, or add additional exercises to fit your arrangement. The three sessions will focus on the topics of "Who", "Where", and "How". The course in its entirety is designed around having dialogues and communal reflections.

## MATERIAL YOU WILL NEED FOR THE COURSE

- A whiteboard and whiteboard pens.
- Pen and paper for the participants.
- The films, all of which can be found on RFSU Malmö's Youtube channel under the playlist "Dating course: Someone for Everyone (by Sex for All)".
- Something to show the films on, for example a projector and a screen.

---

## SESSION 1. WHO?

The main focus of the first session is “Who?”. Who is it that I am looking for? What do I want from a relationship? By considering what is important in a relationship you will find it easier to both communicate your needs, but also notice if something doesn’t feel quite right.

### EXERCISE 1. PRESENTATION

Start off with a general check in. You can do this by asking a question and letting each participant answer it in turn, or any other type of icebreaker exercise. Keep in mind that conversations about dating and relationships can be sensitive subjects, and avoid questions that might leave one feeling exposed, such as “What do I want from this course?”.

After the presentation is done it is a good time to establish the rules and boundaries of the course. Let the participants get involved in establishing these rules and boundaries. The rules we used were as follows:

- Listen to each other.
- Don’t interrupt each other.
- Don’t get too personal.
- There’s no requirement to get personal.
- Don’t share sensitive information that other participants might share with you (however it is allowed to talk about the course itself, just not about who said what during it).
- Show each other respect.
- Interpret each other favourably.

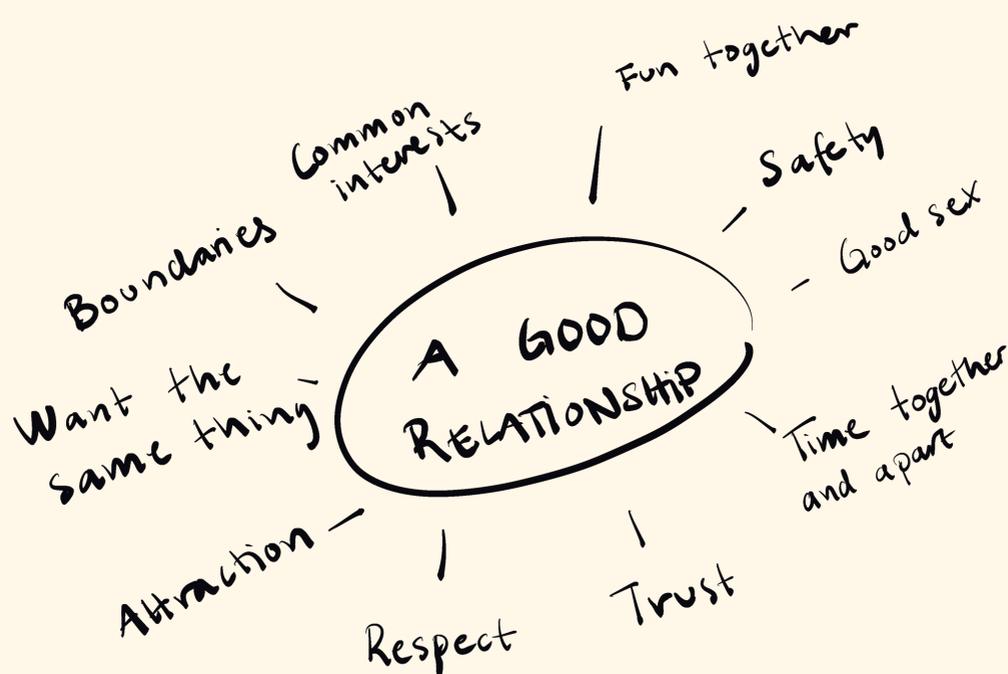
## EXERCISE 2. A GOOD RELATIONSHIP

Material needed:

- A whiteboard and whiteboard pens.

Start off by talking about the many types of relationships there are, for instance with friends, colleagues, family, and staff. Make it clear that today we will discuss relationships that involve love and/or sex. The things that make a romantic relationship good are often also things that have great value in other types of relationships.

Create a mind map on the whiteboard. Write A GOOD RELATIONSHIP in the middle and circle it. Let the participants make suggestions of what a good relationship is or consists of. Challenge the participants to expand their answers, for instance if a participant says “trust” ask that they explain how you know you can trust someone, or how trust feels. This is what the whiteboard might look like when the exercise is over:



---

## EXERCISE 2. MY BEST QUALITIES

Material needed:

- Pen and paper for the participants.

Ask the participants to make a list of their own best traits when they're dating or are in a relationship with someone. Finish the exercise by letting everyone share one of their best traits from their list in turn.

## EXERCISE 3. FILM: A GOOD RELATIONSHIP

Material needed:

- The film "A good relationship" and something to show the film on, for example a projector and a screen. All films can be found on RFSU Malmö's Youtube channel.

Play the film "A good relationship". Follow with letting the participants summarise and reflect on what was said in the film. Ask the participants some questions about the film, for example "Was anything said in the film that was new to you?" or "Is there anything you'll take away from it?".

## EXERCISE 4. WHAT AM I LOOKING FOR?

Material needed:

- Pen and paper for the participants.

The purpose of the exercise is to establish what's important in a relationship for all participants individually. Start off by saying that it's common to find it difficult to set boundaries or express one's needs, but that this is important in all types of relationships.

---

By establishing what one thinks is important in a relationship it will become easier to notice if one is in a relationship where one compromises too much.

Let the participants make a list, this time consisting of what they think is important in a relationship. Encourage each other to cover as much as possible, for example looks, values, interests, and so on. This list won't be read by anyone but themselves.

When everyone is done writing their lists, ask the participants to reflect upon which items on their lists they can't compromise with. Ask the participants to circle or underline these traits. The final version of the list might look something like this:

- Has dark hair
- Likes going on walks
- Kind
- Is a good cook
- Is kind to animals
- Doesn't have allergies
- Enjoys watching football
- Values social justice
- Enjoys traveling

## EXERCISE 5. ENDING

End the first session by asking everyone in turn to share what they will take away from today's session, or what they look forward to about the next one. Thank the participants for taking part and contributing.

---

## SESSION 2. WHERE?

The second session of the course will consist of working out what venues are good places to meet someone new to date or start a relationship with. The main focus of this session is “Where?”. Where can one go to meet someone? How does one approach new people?

### EXERCISE 1. PRESENTATION

Start off with a general check in. You can do this by asking a question and letting each participant answer it in turn, or any other type of icebreaker exercise. We asked everyone to share what’s their favourite snack.

Repeat the rules you established during the first session.

### EXERCISE 2: WHERE CAN ONE GO TO MEET SOMEONE?

Material needed:

- A whiteboard and whiteboard pens.

Create a mind map on the whiteboard. Write WHERE CAN ONE GO TO MEET SOMEONE? in the middle and circle it. Let the participants make suggestions of places. Clarify that it can be both physical places, as well as online dating sites, dating apps, and other types of social media.

Ask the participants to reflect over their interests and what places would be suitable to meet someone at, for example a film club, the gym, a dog training club, or a study circle.

This is what the whiteboard might look like when the exercise is over:



End by letting the participants summarise the exercise. Bring attention to the fact that it can be beneficial to challenge oneself and move outside of one's comfort zone to meet new people, perhaps even someone to date.

### EXERCISE 3. MEETING SOMEONE NEW

Material needed:

- The film "Meeting someone new" and something to show the film on, for example a projector and a screen. All films can be found on RFSU Malmö's Youtube channel.

Show the film "Meeting someone new". Follow with letting the participants summarise and reflect on what was said in the film. Ask the participants some questions about the film, "Did you get any new ideas?" or "Can you think of any other ways not shown in the film?".

## EXERCISE 4. MAKING CONTACT

Material needed:

- The film “Making contact” and something to show the film on, for example a projector and a screen. All films can be found on RFSU Malmö’s Youtube channel.
- A whiteboard and whiteboard pens.

Show the film “Making contact”. Follow with letting the participants summarise and reflect on what was said in the film. Make two columns on the whiteboard and let the participants list what Alle did. Take care to get a conversation started about the difference between nagging and taking initiative.

Let the participants create some helpful advice for Alle. What could he have done differently? This is what the whiteboard might look like when the exercise is over:

### MAKING CONTACT

#### What wasn't helpful?

- Didn't listen
- Moved to quickly - asked for the adress right away
- Nagging
- Mostly thought of himself

#### Could have done differently?

- Strategies for keeping one's composure
- Wait for the other person to reply
- Match the other person's energy level
- Don't nag
- Share when one feels insecure

---

## EXERCISE 5. ONLINE DATING PROFILE: TEXT

Material needed:

- Powerpoint presentation with profile texts.

A common way to meet someone is through online dating sites or dating apps. Many people struggle with knowing what to put on their profile. The purpose of this exercise is not to determine what's the best profile text, but rather to let the participants reflect and listen to each other about how different texts can be perceived.

Show a powerpoint presentation with different profile texts, doing it one text per slide in the presentation. Amend the ages of the profiles to fit the general age group of the participants. We used the following texts:

Joakim, 37

You're at least 170cm, well dressed, mature, physically fit, wealthy, and absolutely not a party princess.

Jasmine 22,

Elio, 28

I run two separate businesses, drive a ferrari, and often get told how good looking I am.

Ahmed, 32

I've always wanted to travel to Scotland.  
Do you want to come with me?

Ebba, 25

I love climbing and puppies.  
Work at a café. Dream about love.

---

## EXERCISE 6. ONLINE DATING PROFILE: PICTURE

Material needed:

- Powerpoint presentation with pictures.

Just like in the previous exercise the purpose is not to determine the perfect picture to use, but rather to reflect upon what different types of pictures one can use when creating an online dating profile. When we did this exercise we used pictures of us course leaders. We found that this made for a laid-back/light hearted atmosphere. In the slideshow we used we had the following pictures:

- A picture taken from behind where one can't see the face
- A picture of a group of people
- A picture with "dog filter"
- "CV picture"
- A picture with two people hugging
- A picture of a sporty bicycle with lots of luggage
- A picture of a person standing next to a car with the hood opened
- A picture of a celebrity

Let the participants reflect over the pros and cons of the different pictures. A picture where something is happening or an interest is being shown is often easier to create a conversation around than a bunch of selfies.

## EXERCISE 7. ENDING

End the second session by asking everyone in turn to share what they will take away from today's session, or what they look forward to about the next one. Thank the participants for taking part and contributing.

---

## SESSION 3. HOW?

The third and final session of the course focuses on “How?”. What does one do on a date? How can one make a conversation flow as well as possible?

### EXERCISE 1. PRESENTATION

Start off with a general check in. You can do this by asking a question and letting each participant answer it in turn, or any other type of icebreaker exercise. We asked everyone to share what their favourite animal was.

Repeat the rules you established during the first session.

### EXERCISE 2. DATE QUESTIONS

Material needed:

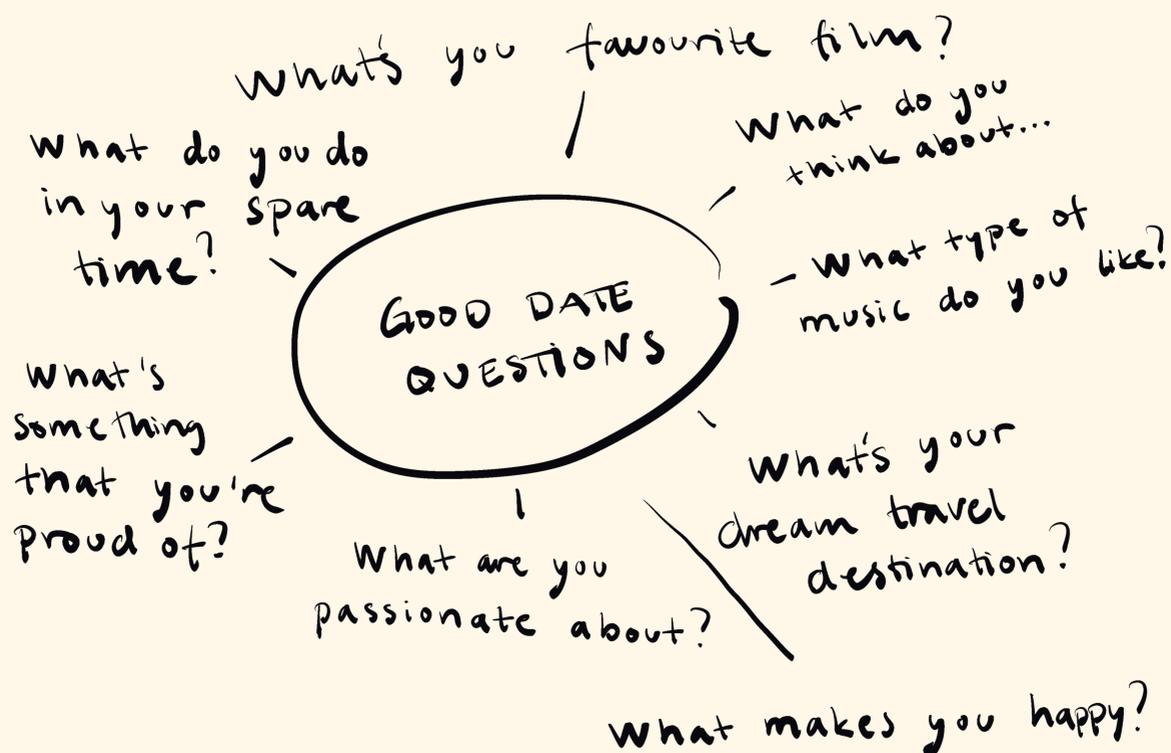
- A whiteboard and whiteboard pens.

Many people worry about not finding a good topic to talk about when meeting someone new, for example someone you just started dating. Because of this we started off with brainstorming good questions to ask on a date.

Create a mind map on the whiteboard. Write GOOD DATE QUESTIONS in the middle and circle it. Let the participants make suggestions of good questions to ask on a date.

Talk about different things one might gain from asking certain questions. Some questions we ask to make a connection and find common interests, others to find out more about the person. One can also ask questions to identify “deal breakers”.

This is what the whiteboard might look like when the exercise is over:



Bring attention to questions one can ask to create an emotional connection. Hearing someone talk about things that make them happy or feel proud often makes us feel positive feelings as well. This can be a good thing to aim for on a date, or in other circumstances when getting to know a new person.

### EXERCISE 3. CONVERSATION

Material needed:

- The films “The interview” and “The bicycle” and something to show the films on, for example a projector and a screen. All films can be found on RFSU Malmö’s Youtube channel.
- A whiteboard and whiteboard pens.

Show the films "The interview" and "The bicycle". If you prefer you can also choose to play one film at a time and summarise in between, or you can watch both films first and then move on to summarise.

Follow with letting the participants summarise and reflect on what was said in the film. Make two columns on the whiteboard and let the participants list Anna and Becky could have done differently in the films. This is what the whiteboard might look like when the exercise is over:

## WHAT COULD THEY HAVE DONE DIFFERENTLY?

### ANNA

- Not ask new questions all the time
- Note that Becky didn't seem interested
- Slowing down a bit

### BECKY

- Read the room
- Ask questions in return
- Follow up on what being said
- Talk about other things than the bicycle

Discuss different ways to have a dialogue. It's often desirable that both people get equal opportunity to take up space in the conversation, and that both ask follow up questions.

---

## EXERCISE 4. PRACTICE CONVERSATIONS

Pair up the participants. All pairs will have a conversation for two minutes based on a question. When two minutes have passed you all reassemble into one big group and discuss how your conversations went. Did you both get a chance to speak? Did you come up with follow up questions? Did the conversation change direction? Let the participants reflect on what was easy and what was difficult about the conversations. When we did the exercise we used the following questions:

- What are your interests?
- What's your favourite meal?
- What did you do this summer?
- What makes you happy?
- What's something that you're proud of?

## EXERCISE 5. A REALLY GOOD DATE

Material needed:

- A whiteboard and whiteboard pens.

Create a mind map on the whiteboard. Write A REALLY GOOD DATE in the middle and circle it. Let the participants make suggestions.

Try to include tips on what one can do on a date, but also what one might feel, and ways one can avoid pitfalls. A date that includes an activity often makes conversation flow more freely, since it provides a clear topic to talk about.

This is what the whiteboard might look like when the exercise is over:



## EXERCISE 6. DATING

Material needed:

- The film "Dating" and something to show the film on, for example a projector and a screen. All films can be found on RFSU Malmö's Youtube channel.

Show the film "Dating". Follow with letting the participants summarise and reflect on what was said in the film. Ask the participants some questions about the film, "Did you get any new ideas?" or "Can you think of any other good places for a date?".

## EXERCISE 7. ENDING

End the course by asking everyone in turn to share what they will take away from the course, or if they have anything they'd like to highlight. Thank the participants for taking part and contributing.

---

## TO YOU AS A COURSE LEADER

### THE FILMS

All films can be found on RFSU Malmö's Youtube channel under the playlist "Dating course: Someone for Everyone (by Sex for All).

### SOCIAL CLIMATE

Make sure everyone gets a chance to speak. Lead and moderate the conversation. Use inclusive language and talk about different types of relationships to ensure no participant feels left out.

### TIME MANAGEMENT

The exercises might take longer than expected. A good way to manage this is to plan for a lot of exercises, but to decide beforehand which exercises will be cut if there are plenty of discussions and good conversations. Deep conversations are often preferable to cover as much ground as possible, however sometimes it might be good to end a conversation in order to move forwards.

---

## HANDLING A DIFFICULT SITUATION

Conversations about sex and relationships can sometimes remind one of difficult situations one has encountered previously. For instance, we've come across testimonies about sexual vulnerability and exposure, as well as domestic violence. Validate the participant who's sharing their experiences but try to bring the conversation back to plan. It's better to refer to organisations where one can find support and help in working through the trauma. There's a risk that a participant might share more than they are comfortable with and feel regret afterwards, or that it makes other participants uncomfortable.

## THE TARGET GROUP

We chose to target the course towards people with intellectual disabilities and/or autism. A mixed group had both its strengths and weaknesses. We believe that dividing the two groups up separately would also have worked well. It's important that you, as a course leader, have experience with people with intellectual disabilities and knowledge of how that might affect one's relationships.

Sex for All often get the question if a person with an intellectual disability can date or be in a relationship with someone who doesn't. We tend to reply that yes, of course you can. How one's intellectual disability affects one's life is individual, but it can be a good idea to reflect over if and how it might affect one's relationships. If one person in a relationship has an intellectual disability but another doesn't this can affect the power dynamics. One can compare it to a relationship where one person has a lot more money or is a lot older than their partner. Reflecting on it lessens the risk that this might cause hurt down the line.

---

## THANK YOU

Thank you for using and sharing the dating course “Someone for Everyone”! Are you interested in other materials that Sex for All has developed?

Visit [rfsu.se/sexforalla](https://rfsu.se/sexforalla)

