

**Objectives:**

- To develop recruiting skills
- To understand the importance of recruitment to building a social movement
- To develop a shared framework of recruitment

**Time needed:** 4 hours. This process guide contains is a compilation of discreet process guides that together could be run as the core part of a workshop on recruitment.

**Resources needed:**

- Markers, coloured pens
- Butchers Paper (flip chart)
- Handout: | People bring numbers, skills, and time
- Handout | Why do people join a movement
- Handout | Ten thousand children get arrested

**How it's done:**

1. Why do people get involved in action groups? What's in it for them? What kind of need might they be meeting? Brainstorm in a large group and list. Make sure people mention things like:
  - Some like to be a part of something they consider important and a struggle against oppression or to win rights and justice not only sounds important, it may be crucial to their chance to have a good future.
  - Participation in movement activities also represents a change that allows people to avoid routine activities and do something exciting outside of their everyday life.
  - Being an activist satisfies many people's need for contact and closeness with other people.
  - Being able to influence even minor things within an organization is a special kind of motivation because people feel that they are "part of the team" and making an impact. [30]
2. Break into small groups. Have each group draw a "map" of different levels of participation. Ask the participants in each small group to think about how might people move from knowing nothing about your group and campaign to being a core activist? Name the different levels of participation and the different kind tasks involved at each stage.
3. Share maps. Invite appreciation and notice particular insights and stories that have informed each group's map.
4. Develop a common map. Leave space for people's own categories but make sure the following levels of participation are included: activist (active members who come to meetings), volunteer (people to turn to for specific tasks but who do not attend), supporter (people who come to rallies or events but rarely help stage them) and, future supporter (work to bring these individuals to the other levels of participation). Tell people that there are three core resources to think about when recruiting people and developing ways of drawing them into more active involvement. These resources are: people (Human resources are a source of political power in and of themselves. When you have numbers, you increase both the authority of the movement and its capacity for mass action. By increasing numbers, a nonviolent movement becomes a credible force against an opponent), skills and knowledge (including networks) (For example, using a computer, creating a website, communicating clearly, organising people, and fundraising are some of the skills that movements and campaigns may need in order to function, grow, mobilise citizens, undermine the opponent, and succeed) and, time (volunteers provide free labour to a movement or campaign. They donate their time and energy). Ask people to think about the following three questions (write the questions up on Butchers Paper for the visual learners): 1. what are some of the important skills and knowledge needed at the different levels of participation? 2. How might people's interest (or reason for participation) change over time? 3. What kind of time commitment might be involved at each different level? Draw these responses onto the common map so that now you not only have levels of participation but also a pathway of engagement that illustrates how people might become more involved and more committed to your group and campaign. (Note this map does not have to be complicated one).
5. Now we move into application. Tell people that in this part of the workshop we will explore the particular skills involved in recruiting. Explain that you are going to do a closed eye exercise – a kind of guided meditation. Invite people to get comfortable. Ask people to close their eyes if they would like to. Begin with a simple relaxation exercise. Have people focus on their breath. Drawn their attention to their body. Ask them to notice any particular tensions in their body and to release them. Say, "I invite you to think of a particular skill you have that is related to recruiting people. This skill is one you have around getting people to join an activist group or get involved in a particular campaign. Focus on one skill related to recruiting. What is it? If you're remembering more than one skill, choose one for this exercise. Now think of a story related to that to skill, a story

that illustrates how this skill is used to recruit someone. Bring this story as vividly to mind as possible" (use eye channel, ear channel, body/movement, feelings/emotions to have people imagine their story). "What qualities or characteristics inside you enabled you to do that? What lessons did you draw from that experience for your own learning? Is this skill connected to particular histories or communities or traditions that you are a part of?" (Don't rush the closed eye exercise. Speak clearly and slowly. Repeat each step a few times. At the end bring people's awareness back to their bodies and back to their breathing. When you are finished invite people to open their eyes.)

6. Small group sharing. Walk them through this, announcing the amount of time per person. The larger the workshop, the more important to be formal and insistent on this. (It may not be culturally appropriate to walk them through individual time limits; in that case, tell them how much total group time they have and announce "You've used one-third of your time," "You've used two-thirds of your time.")
7. Whole group sharing. Use Butchers Paper to list recruiting skills. It may be necessary to say that we don't have time to hear every single person's story; the main thing is that there's a chance for individuals to put forward particular skills related to recruiting activists, volunteers, or supporters. Have people clarify and explain particular skills. Whenever possible, connect people's comments to general principles, or to emerging themes in the workshop. Use your own stories of recruiting if appropriate.
8. Now we are going to practice these skills. Divide the group in two. Explain that one group (choose one) will be doing the recruiting and the other group are the ones being recruited. Explain that we will then swap. Set the scene. For example, you are at a party. Those being recruited play themselves. While this group is getting in role talk to those doing the recruiting. Ask them what do they need to keep in mind when talking to people (for example, making a connection with the person, speaking to their need or interest, thinking about the different levels of participation, their skills and knowledge and the amount of time they might have)? Again link this to themes emerging in the workshop and/or in your group. Have them spend 2-3mins preparing themselves. Then start the role play. Stop when appropriate. Swap. Debrief in a large group. How was that? What did the recruiters do well? What did the recruiters find difficult?
9. Draw two circles, one inner and one outer, on a piece of Butchers Paper. The first circle represents actions that can be taken almost immediately, for example: make your movement's office visible so people can find and join you; think about religious based events, since they may attract large numbers of people; put a promotion table at a soccer game next week and try to persuade visitors to join, etc. The second circle represents potential sources of human resources that could be reached, if the movement invests time and energy. For example, in order for people to join via the movement's website, it is necessary to first request the building of a website and find a person to manage it, etc. Have people draw ideas on the paper. Develop a task list based on the mind map: who will do what by when?

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**Source:** Jason MacLeod and James Whelan, the Change Agency,  
<http://www.thechangeagency.org>