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MANDELA

THE OFFICIAL EXHIBITION

Nelson Mandela:
The Official Exhibition Learning Resources

**WHAT AND WHO
SHAPED MANDELA**

What and who shaped Mandela?

Culture and tradition

Ideas and values inherited from the past.

People

Key people that influenced and affected him.

Environment

Living in different places.

Events

What happened to him and how he reacted.



MADIBA

What and who shaped me?

Culture and tradition

Ideas and values inherited from the past.



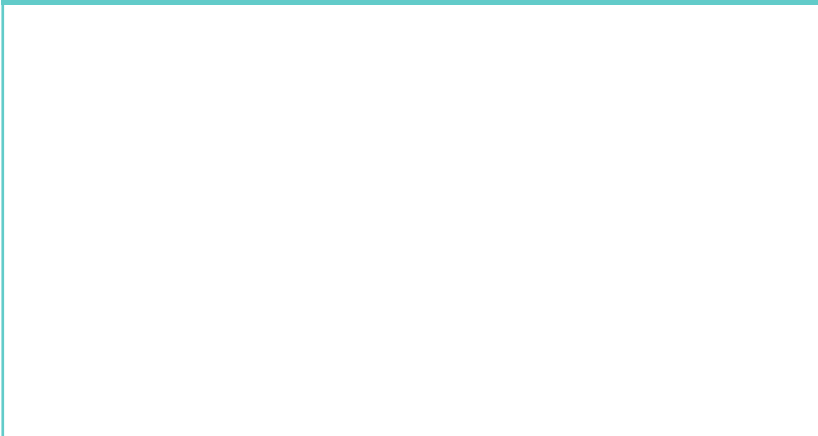
People

Key people that influence and affect you.



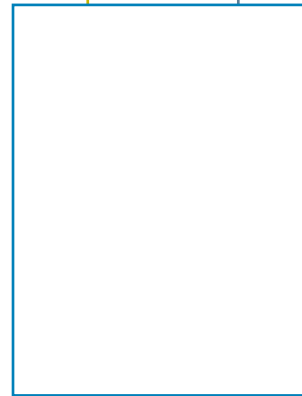
Environment

How you live in a place. What you see, make and use.



Events

What happens to you and how you react.



Nelson Mandela was a revolutionary, an activist, a political prisoner, a global symbol of the struggle against oppression, a world leader and humanitarian. He was also a little boy, a teenager, a husband, father, grandfather and friend. What made Nelson Mandela the person he became? How did he develop his unique qualities – ‘Mandela-isms’? Who were his biggest influences?

Students can find examples from each zone in the exhibition, from his rural childhood, steeped in Thembu tradition, to his experiences as a leading figure in the anti-apartheid campaign, as an architect of democracy, South Africa’s first Black president and lifelong campaigner for human rights. They can use the [What and who shaped Nelson Mandela?](#) diagram to record them. They should also make a quick note of ‘how’, in each case.

They could use the [What and who shaped me?](#) diagram to create an identity map of themselves, and to help make connections and develop a sense of empathy towards Nelson Mandela.

Discuss who and what influences us as individuals – our appearance, values, actions and behaviours. Who or what are our biggest influences? Are they people, places or events in our own lives, famous people, world events or issues?

Do the students have a collective identity or affinity?

Students can use these maps to create imaginative ‘portraits’ of Nelson Mandela and/or of themselves.

Students could combine this with the [Clothing and identity](#) resource.