

MANDELA

LONG WALK TO FREEDOM

LESSONS IN LEADERSHIP

GRADE LEVEL: 9-12

RELATED ACADEMIC SUBJECTS: World History, Social Studies, English/Language Arts

LESSON OVERVIEW:

Students will participate in a series of activities on leadership, exploring the qualities of good leader, assessing leadership qualities within themselves, and evaluating the leadership of Nelson Mandela.

GUIDING QUESTIONS:

- What qualities make a good leader?
- What are Nelson Mandela's leadership qualities?
- How effective was Nelson Mandela as a leader?

LEARNING OBJECTIVES:

Students will be able to:

- Describe the qualities of a good leader
- Analyze their leadership qualities
- Evaluate Nelson Mandela's leadership qualities



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OPENING ACTIVITY

Students will brainstorm qualities of a good leader. From this, a master list will be compiled of 10 leadership qualities. Students will then identify their leadership goals and assess how their leadership qualities address these goals.

OPENING ACTIVITY – LEADERSHIP QUALITIES¹

Part 1

1. Divide the class into small groups of three to four students.
2. Distribute the student handout “Leadership Qualities” to each student and review the background and directions.
3. Start with Part 1 and ask each group to take five minutes to brainstorm 10 qualities that make a good leader. Each student in the groups should write down their group’s 10 qualities.
4. When groups have finished their list, ask each to identify their top three leadership qualities and create a master list of 10 on the front board.

Part 2

5. Now ask each student to individually complete the survey on Part 2 of the handout “Identifying Leadership Qualities in Yourself.”
6. As students are completing the survey, write “Leadership Goals” and “Leadership Qualities” on the front board.
7. When students have finished Part 2, collect them and have students reconvene in their small groups.
8. Redistribute the surveys giving each group three or four and ask them to review the surveys.
9. Ask each group to identify goals from the surveys and list several on the front board in the appropriate column. Combine similar goals if necessary.
10. Then have groups identify the leadership qualities from their surveys that help achieve these goals and list them on the front board in the appropriate column.
11. Facilitate a discussion asking groups to explain how these qualities would help achieve the goals and ask other students to comment.

VIDEO VIEWING ACTIVITY:

In this activity, students will view a clip from the film MANDELA: Long Walk to Freedom that dramatizes life under apartheid in South Africa during the 20th century. In this clip, Nelson Mandela is on trial for sabotage (a crime punishable by death). He addresses the court at the Rivonia trial admitting he planned sabotage and his reasons why.

1. Form the class into small groups of two to three students.
2. Have students view the film clip “Mandela’s Courtroom Speech at the Rivonia Trial” (found on film website.)
3. Provide time for students to review the clips and discuss the following questions:
 - What risk did Nelson Mandela take in making this speech? Why do you think he still made it?
 - What evidence does he present to justify moving from a strategy of non-violence to one of violence? What conditions does he say black Africans want from the South African government? What statements does he make that indicate his actions were to achieve a free, democratic society?
 - Explain how giving this speech at this trial exhibits Mandela’s leadership qualities. Identify any leadership qualities you discussed in the opening activity and explain how Mandela demonstrates those qualities in his speech.

¹Adopted from “Characteristics of Good Leaders” <http://www.slideshare.net/guest11ce8/characteristics-of-good-leaders-presentation> and “Leaders’ Questionnaire” <http://www.buzzle.com/articles/leadership-activities-games-to-build-teamwork.html#leaders-question>

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MAIN ACTIVITY

On July 21, 2008, the cover story for TIME magazine was an article, entitled “Nelson Mandela’s Lessons in Leadership”, by Richard Stengel, featuring eight leadership lessons from Nelson Mandela². These were culled from interviews Stengel had with Mandela and work he had done on Mandela’s autobiography “Long Walk to Freedom.” Excerpts from the article are contained in the handout “Part 1: Nelson Mandela’s Eight Lessons in Leadership.”

In this activity, students will examine a list of Nelson Mandela’s leadership lessons. They will then analyze scenarios that pose leadership challenges, identify the leadership lessons from Nelson Mandela that would best address the challenge, and provide a rationale.

1. Keep the groups the same or create different groups of three to four students.
2. Distribute the handout “Applying Nelson Mandela’s Lessons in Leadership” and turn to “Part 1: Nelson Mandela’s Eight Lessons in Leadership.” Review these with students and explain any terms or phrases unfamiliar to them.
3. Now have students turn to “Part 2: Leadership Scenarios” and review the directions. Assign or have each group choose one of the scenarios and complete the analysis guide provided in the handout.
4. Though there may be more than one “correct answer” in that more than one leadership lesson might be applied to any of the scenarios, there is one lesson that addresses it best.
5. After the groups have finished their analyses, have them report their findings to the class. Use the suggested lesson answers below to check their answers.
6. Now direct students attention to “Part 3: Reflection Paper” and ask them to individually write a brief paper covering the following points:
 - Describe the scenario you analyzed
 - Identify and explain the leadership lesson that best addressed the scenario
 - Explain the rationale for using this leadership lesson in this scenario. Why do you think it’s effective? How does it address the challenge in the scenario? How does it compare to another method you might normally use when confronted with a similar challenge? Do you think there was a better method for addressing this challenge and if so, what was it?
 - Comment on how your group worked together in this activity. How did your group decide on the appropriate lesson? How successful was the process your group used to complete the activity? Were there any disagreements during the discussions and how were they handled?
 - Evaluate whether there was a better way your group could have completed this activity and if so, describe how? If not, describe why not

²Stengel, Richard. “Mandela: His 8 Lessons of Leadership.” TIME. 21 July 2008: print

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SUGGESTED ACTIVITY ANSWERS

SCENARIO 1: UNDER CONFIDENT TEAM	
LEADERSHIP LESSON(S)	RATIONALE
Courage is not the absence of fear – inspire others to move beyond it.	Showing team members that you aren't intimidated by the challenge will inspire them to overcome challenges.
SCENARIO 2: UNCOOPERATIVE TEAM MEMBER	
LEADERSHIP LESSON(S)	RATIONALE
Lead from the back.	Don't get into a power play over who is the leader. Persuade uncooperative team members to take responsibility and make them think it's their idea.
SCENARIO 3: UNFRIENDLY COACHING COLLEAGUE	
LEADERSHIP LESSON(S)	RATIONALE
<p>Know Your Enemy- find something your adversary is interested in.</p> <p>OR</p> <p>Keep Your Friends Close and Your Rivals Even Closer.</p>	<p>By finding a topic or activity a potential adversary is interested in and becoming knowledgeable of that subject, you can open a dialogue that can lead to a willingness to listen and possible acceptance of your ideas.</p> <p>Using charm and friendliness is more effective than direct confrontation or acting bossy. By treating "adversaries" with the same respect you treat your friends, you will gain their trust and hopefully their loyalty.</p>
SCENARIO 4: PLANNING THE SENIOR PROM	
LEADERSHIP LESSON(S)	RATIONALE
Nothing is black or white.	Some situations are full of contradictions and competing interests. Every problem has many causes and many solutions. Realizing this allows you to keep an open mind to the possibilities and preserve the participation of everyone involved.
SCENARIO 5: THE STUDY GROUP	
LEADERSHIP LESSON(S)	RATIONALE
Lead from the front.	Once given the role of a leader, it is a position to be respected, especially by you. It is important that you don't get too far ahead of your base supporters who put their faith in you.
SCENARIO 6: RUNNING FOR STUDENT COUNCIL PRESIDENT	
LEADERSHIP LESSON(S)	RATIONALE
Appearances Matter—and remember to smile.	Similar to "Don't let them see you sweat," a smile can be very disarming. People who use intimidation to get an edge on a situation usually don't expect a response, and if they do, they usually expect their rival to respond in kind with intimidation. Acting unfazed and even friendly to a rival sends a message that you're not intimidated; you are confident and in control.

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ASSESSMENT SUGGESTIONS

- Active participation during discussions and activities
- Completion of notes from the Video Viewing activity and all handouts
- Evaluate students' Reflection Paper using the suggested rubric provided at the end of this lesson or your own assessment tool

EXTENSIONS ADAPTATIONS

If you, as a teacher, have your class engaged in any cooperative group activities, it's sometimes useful to have students do a self-assessment of the process. You can adopt the model in Part 3 of the Main Lesson as a quick way to have students self-evaluate their performance and that of the group.

There are many resources that discuss effective methods of leadership (see resources below). The analysis model in the Main Activity can be adapted for many of these different methods. You can have students use any of these other methods to analyze the leadership qualities of various political figures or national leaders engaged in challenging situations.

RESOURCES

RESOURCES ON NELSON MANDELA

- Nelson Mandela Foundation and Centre of Memory
<http://www.nelsonmandela.org/>
- Biography.com "Nelson Mandela"
<http://www.biography.com/people/nelson-mandela-9397017>
- South Africa History Online
<http://www.sahistory.org.za/>
- History.com "Nelson Mandela"
<http://www.history.com/topics/nelson-mandela>
- Overcoming Apartheid, Building Democracy (Michigan State University)
<http://overcomingapartheid.msu.edu/>
- FRONTLINE "The Long Walk of Nelson Mandela"
<http://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

RESOURCES ON LEADERSHIP

- CNN Business 360 Marketplace Africa "Mandela's Leadership Lessons"
<http://business.blogs.cnn.com/2011/07/21/mandela%E2%80%99s-leadership-lessons/>
- Forbes "Top 10 Qualities that Make a Great Leader"
<http://www.forbes.com/sites/tanyaprive/2012/12/19/top-10-qualities-that-make-a-great-leader/>
- Entrepreneur "10 Qualities of Superior Leaders"
<http://www.entrepreneur.com/article/204248>
- National Association of Student Councils "Checklist for Leadership"
<http://www.nasc.us/adviser-resources/leadership-for-student-activities-magazine/leadership-for-student-activities-archive/leadership-for-student-activities-05-06-vol-34/december-2005-leadership/checklist-for-leadership.aspx>

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RESOURCES

RESOURCES ON LEADERSHIP (continued)

- Junior Statesman “Civil Education and Leadership Programs for High School Students ”
<http://jsa.org/>
- PBS Global Tribe “South Africa Lesson Plans: Nelson Mandela”
<http://www.pbs.org/kcet/globaltribe/classroom/#saf>
- Boundless.com “Traditional African Leadership Structures”
<https://www.boundless.com/art-history/africa-in-the-modern-period/traditional-and-contemporary-african-culture-a-comparison/leadership--2/>

STANDARDS

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES

<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>

- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions

PARTNERSHIP FOR 21ST CENTURY SKILLS

<http://www.p21.org>

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes

Critical Thinking and Problem Solving

Reason Effectively:

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions:

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Interpret information and draw conclusions based on the best analysis

Communication and Collaboration:

- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

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STANDARDS

COMMON CORE STATE STANDARDS (<http://www.corestandards.org/>)

Literacy in History/Social Studies, Science & Technical Subjects

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Speaking and Listening

SL.7-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 7-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

W.7-12.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

AUTHOR BIO

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GROUP SALES

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MANDELA: LESSONS IN LEADERSHIP

LEADERSHIP QUALITIES

PART 1: IDENTIFYING A GOOD LEADER

Background: Have you ever been in a group activity where you knew some leadership was needed, but wasn't there? How would you go about finding a good leader within the group? You could always nominate yourself, but do you know what leadership qualities you have that would benefit the group? Knowing the qualities of a good leader will help you select a good one or become a great one.

Directions: Think about leaders you know. What qualities make them good leaders? Do they have trust among the people? Do people admire them and for what reasons? Are they popular, confident, good looking, honest, funny, or enthusiastic? Do they take responsibility to get things done? Are they skilled in what they do? Do they have good ideas? Have they helped other people?

In your group, brainstorm ten qualities of a good leader and write them in the space below. Remember, when you put your trust in a leader, you are giving them the power to decide the focus, priority, and direction of the activity or project. Think carefully about what qualities are needed to make those types of decisions.

TEN QUALITIES OF A GOOD LEADER

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

MANDELA: LESSONS IN LEADERSHIP

APPLYING NELSON MANDELA'S LESSONS IN LEADERSHIP (Version 2)

PART 1: NELSON MANDELA'S EIGHT LESSONS OF LEADERSHIP

1. Courage is not the absence of fear – it's inspiring others to move beyond it

[Nelson] Mandela was often afraid during his time underground, during the Rivonia trial that led to his imprisonment, [and] during his time on Robben Island. "I can't pretend that I'm brave and that I can beat the whole world." But as a leader, you cannot let people know. "You must put up a front." And that's precisely what he learned to do: pretend and, through the act of appearing fearless, inspire others. He knew that he was a model for others, and that gave him the strength to triumph over his own fear.

2. Lead from the front – but don't leave your base behind

During his time in prison, Nelson Mandela launched negotiations with the apartheid government. Many in the ANC thought he was crazy for negotiating with the enemy. His reputation was on the line. He went to each of his comrades in prison and explained what he was doing. Slowly and deliberately, he brought them along. For Mandela, refusing to negotiate was about tactics, not principles. Throughout his life, he has always made that distinction. His unwavering principle – the overthrow of apartheid and the achievement of one man, one vote – was immutable, but almost anything that helped him get to that goal he regarded as a tactic. He is the most pragmatic of idealists.

3. Lead from the back – and let others believe they are in front

As a boy, Mandela was greatly influenced by Jongintaba, the tribal king who raised him. When Jongintaba had meetings of his court, the men gathered in a circle, and only after all had spoken did the king begin to speak. The chief's job, Mandela said, was not to tell people what to do but to form a consensus. "Don't enter the debate too early," he used to say. The trick of leadership is allowing yourself to be led too. "It is wise," he said, "to persuade people to do things and make them think it was their own idea."

4. Know your enemy – and learn about his favorite sport

As far back as the 1960s, Mandela began studying Afrikaans, the language of the white South Africans who created apartheid. His comrades in the ANC teased him about it, but he wanted to understand the Afrikaner's worldview; he knew that one day he would be fighting them or negotiating with them, and either way, his destiny was tied to theirs... He even brushed up on his knowledge of rugby, the Afrikaners' beloved sport, so he would be able to compare notes on teams and players... Mandela understood that blacks and Afrikaners had something fundamental in common: Afrikaners believed themselves to be Africans as deeply as blacks did. He knew, too, that Afrikaners had been the victims of prejudice themselves: the British government and the white English settlers looked down on them. Afrikaners suffered from a cultural inferiority complex almost as much as blacks did.

5. Keep your friends close – and your rivals even closer

Mandela is a man of invincible charm – and he has often used that charm to even greater effect on his rivals than on his allies. On Robben Island, Mandela would always include in his brain trust men he neither liked nor relied on. Mandela believed that embracing his rivals was a way of controlling them: they were more dangerous on their own than within his circle of influence. He cherished loyalty, but he was never obsessed by it. After all, he used to say, "People act in their own interest." It was simply a fact of human nature, not a flaw or a defect. The flip side of being an optimist – and he is one – is trusting people too much. But Mandela recognized that the way to deal with those he didn't trust was to neutralize them with charm.

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APPLYING NELSON MANDELA'S LESSONS IN LEADERSHIP (Version 2)

PART 1: NELSON MANDELA'S EIGHT LESSON OF LEADERSHIP (continued)

6. Appearances matter — and remember to smile

When Mandela was running for the presidency in 1994, he knew that symbols mattered as much as substance. He was never a great public speaker, and people often tuned out what he was saying after the first few minutes. But more important was that dazzling, beatific, all-inclusive smile. For white South Africans, the smile symbolized Mandela's lack of bitterness and suggested that he was sympathetic to them. To black voters, it said, I am the happy warrior, and we will triumph.

7. Nothing is black or white

Life is never either/or. Decisions are complex, and there are always competing factors. To look for simple explanations is the bias of the human brain, but it doesn't correspond to reality. Nothing is ever as straightforward as it appears. Mandela is comfortable with contradiction. As a politician, he was a pragmatist who saw the world as infinitely nuanced. Every problem has many causes. Mandela's calculus was always, "What is the end that I seek, and what is the most practical way to get there?"

8. Quitting is leading too

Knowing how to abandon a failed idea, task or relationship is often the most difficult kind of decision a leader has to make. In many ways, Mandela's greatest legacy as President of South Africa is the way he chose to leave it. When he was elected in 1994, Mandela probably could have pressed to be President for life—and there were many who felt that in return for his years in prison, that was the least South Africa could do. Mandela was determined to set a precedent for all who followed him—not only in South Africa but across the rest of the continent. He would be the anti-Mugabe, the man who gave birth to his country and refused to hold it hostage. He knows that leaders lead as much by what they choose not to do as what they do.

MANDELA: LESSONS IN LEADERSHIP

APPLYING NELSON MANDELA'S LESSONS IN LEADERSHIP (Version 2)

PART 2: LEADERSHIP SCENARIOS

DIRECTIONS: In your group, examine your assigned scenario. Refer back to any of the Nelson Mandela leadership lessons and/or select one of your own and describe the lesson in the left column. Then write a rationale on why you think this is the best lesson to apply to the scenario in the right column.

<p>SCENARIO 1: You have been selected to lead a team of fellow students in a community service project. All the other members express concern about the project itself, their ability to complete it, what they are supposed to do, and even your ability to lead them. You are confident within yourself that your team can successfully complete the project and you tell them so.</p>	
LEADERSHIP LESSON(S)	RATIONALE
<p>SCENARIO 2: You are leading a team of talented and capable members in a class project. However, one member is difficult. He wants to be leading the team but the majority chose you. He is very good at what he does, but is bossy, unfriendly, and has little patience for the other team members. When he gets this way, he goes off by himself and works on the project alone. Instead of confronting him as the authority, you privately ask him what's wrong and if there is anything you can do to help.</p>	
LEADERSHIP LESSON(S)	RATIONALE
<p>SCENARIO 3: You are an assistant coach for a grade school soccer team that has had a losing record for the past five seasons. This is the first season that the grade schools have used assistant coaches from the high school. The head coach is threatened by you and acts very unfriendly towards you. You have a lot of good ideas, but so far, she has ignored you. It could be a long and difficult season. Instead of resenting the head coach, you ask others who know her about her interests and find she likes fishing. The next time you meet, you ask her about the fishing she does, where she goes, what type of fishing is her favorite, etc. You listen intently and ask further questions to show your interest.</p>	
LEADERSHIP LESSON(S)	RATIONALE

MANDELA: LESSONS IN LEADERSHIP

APPLYING NELSON MANDELA'S LESSONS IN LEADERSHIP (Version 2)

PART 2: LEADERSHIP SCENARIOS (continued)

<p>SCENARIO 4: You are leading a committee planning the Senior Prom and are determined to make it the best ever. You have prepared several ideas to present to the administration and you've told the student body that you would make their wishes come true. The school administration, however, has told you there is only a certain amount of money budgeted. The problems don't end there; the student body voted to have a live band, but the band is not acceptable to the faculty. They propose you use a DJ, which the students are against. The teachers want the prom scheduled after final tests in June, but this is too late in the year when it gets too hot. Students are pressuring you to stand up to the administration and meet their demands. You meet with some members of the school administration and bring some students who are complaining the most. You play the role of mediator and ask both groups if there is room for compromise and how can you get there.</p>	
LEADERSHIP LESSON(S)	RATIONALE
<p>SCENARIO 5: You're part of a study team preparing for final tests. You are asked to organize the team because you have good grades and your classmates are confident you will help them succeed. All members are committed to doing well because high test scores bode well for getting into a good college. An important agreement the group has made is to share information with its members. One member has approached you quietly with a study sheet from a former student that will help you get high marks on the test. The sheet is not cheating but he only wants to share it with you. You've seen the sheet and know it would help you do well on the test. You turn down the offer and remind the student of the agreement to share all information with the group.</p>	
LEADERSHIP LESSON(S)	RATIONALE
<p>SCENARIO 6: You are running for student council president. A couple of your rival candidates corner you on the day you are to give your speech and tell you that you have no chance to win and should drop out. During the council nominees' assembly, you put the incident out of your mind and give your speech just as you had rehearsed. As you sum up the reasons you should be elected, you catch the eye of one of your rivals and smile.</p>	
LEADERSHIP LESSON(S)	RATIONALE

MANDELA: LESSONS IN LEADERSHIP

APPLYING NELSON MANDELA'S LESSONS IN LEADERSHIP (Version 2)

PART 3: REFLECTION PAPER

DIRECTIONS: Individually write a reflection paper covering the following points:

- Describe the scenario you analyzed.
- Identify and explain the leadership quality that best addressed the scenario.
- Explain the rationale for using this leadership lesson in the scenario.
- Why do you think it's effective?
- How does it address the challenge in the scenario?
- How does it compare to another method you might normally use when confronted with a similar challenge?
- Do you think there was a better method for addressing this challenge and if so, what was it?
- Comment on how your group worked together in this activity.
- How did your group decide on the appropriate lesson?
- How successful was the process your group used to complete the activity?
- Were there any disagreements during the discussions and how were they handled?
- Evaluate whether there was a better way your group could have completed this activity and if so, describe how? If not, describe why not.

MANDELA: LESSONS IN LEADERSHIP

ASSESSMENT RUBRIC: LEADERSHIP SCENARIO ESSAY

STUDENT NAME: _____

CATEGORY	4	3	2	1
ORGANIZATION	Information is very organized with well-constructed paragraphs and subheadings	Information is organized with well-constructed paragraphs	Information is organized, but paragraphs are not well-constructed	The information appears to be disorganized
AMOUNT OF INFORMATION	All topic requirements are addressed and answered with at least 2 sentences about each	All topic requirements are addressed and most are answered with at least 2 sentences about each	All topic requirements are addressed, and answered with 1 sentence about each	One or more topics were not addressed
QUALITY OF INFORMATION	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples are given	Information has little or nothing to do with the main topic
MECHANICS	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors
GRAMMAR & SPELLING	Author makes no errors in writing mechanics that distract the reader from the content	Author makes 1-2 errors in writing mechanics that distract the reader from the content	Author makes 3-4 errors in writing mechanics that distract the reader from the content	Author makes more than 4 errors in writing mechanics that distract the reader from the content