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GRADE

3

LEARNER'S
BOOK

Platinum

Life Skills

L. Moodley • L. Shaw • C. Gleeson-Baird • Z. Mahomed

Platinum Life Skills Grade 3 Learner's Book

Maskew Miller Learning
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Welcome

Welcome to our Learning Adventure

Dear Learner,

Welcome to this exciting Learner's Book! You will meet amazing characters; just like each character is special in their own way, you are too!



Thabo



Tuck Shop Lady



Lily



Sahil



Tebogo



Amina



Zara



Laluma



Lina



Aiden




Khaya

You will find the following in your Learner's Book, which will help guide you on a fun journey filled with learning and discovery.

Let us begin: Each topic starts with important information you will be learning about.

Time to explore: Fun activities that encourage you to explore new ideas, learn cool facts and solve puzzles.

New words: Learn new words that will help you grow your vocabulary.

Physical Education: It is time to move your body when you see this sign. 

Creative Arts – when you see this sign , it is time to use your imagination.

Let us check: At the end of each topic, complete these activities so you can be proud of how much you have learnt!

Formal assessment: This will test how well you have understood everything that has been taught throughout the term.

This textbook will encourage you to work alone, and in groups. You will sing, dance and learn together. Be sure to prepare for every class and ask your teacher as many questions as you can.

Get ready to learn, play and create with your friends.

Happy learning.

Contents

Term 1

Topic 1 About me	1
What a timeline is	4
Timeline of own life	5
An interesting object from my past ..	6
Let us check	9
Topic 2 Feelings	10
Things that make me happy	12
Things that make me sad	13
Recognising feelings	15
Good ways to express what we feel.....	18
Apologies – how to say sorry	21
Let us check	25
Topic 3 Health protection	26
Basic first aid practices in situations such as nosebleeds, animal bites, cuts and burns	28
Nosebleeds and animal bites.....	30
Cuts and burns.....	31
Basic health and hygiene	33
Let us check	41
Topic 4 Keeping my body safe	42
We are not safe with everyone	44
Rules to keep my body safe	47
Trusting ‘Yes’ and ‘No’ feelings	51
How to say ‘No’ to any form of abuse	53
How to report abuse	55
Let us check	57
Topic 5 Rights and responsibilities	58
Learners’ rights and responsibilities	60
Rights and responsibilities of others	61
Rights and responsibilities at home.....	62
Rights and responsibilities at school	64
Rights and responsibilities in our community	65
Rights and responsibilities in our environment.....	67
Religious days and other special days	69
Let us check	73

Formal assessment: Term 1

Term 2

Topic 6 Healthy eating	76
Food groups	79
Vitamins – fruit and vegetables ...	82
Carbohydrates – bread, maize, mielie-meal	84
Proteins – eggs, beans, meat and nuts	88
Dairy – milk, cheese and yoghurt	90
A balanced diet.....	93
Let us check	95
Topic 7 Insects	96
Characteristics of an insect	98
Different insects – such as a fly, mosquito, ant, beetle	101
Drawing an insect.....	102
How insects help us.....	104
How some insects harm us	108
Harmful insects.....	109
Let us check	110
Topic 8 Life cycles	112
What a life cycle is.....	113
Life cycle of a mammal	114
Life cycle of an insect	115
Life cycle of an amphibian	118
Life cycle of a frog	120
Life cycle of a chicken	122
Let us check	126
Topic 9 Recycling	128
What happens to our waste	130
Reusing	132
Recycling	134
Reducing	136
What cannot be recycled.....	138
Recycling at home and at school	139
Making compost out of things that rot	140
Reusing water.....	143
Religious days and other special days	144
Let us check	146

Formal assessment: Term 2

Term 3

Topic 10 Public safety	150
Dangerous places to play	153
Riding trains and taxis safely	156
Dangers of electricity	158
Poisonous and inflammable substances	160
Signs that warn us of danger	162
Let us check	164
Topic 11 Pollution	166
What pollution is	168
Different types of pollution – water, land, air, noise	169
Effects of pollution on people	171
Effects of pollution on the environment	172
Let us check	173
Topic 12 How people lived long ago	174
Stories and experiences of older family and community members	176
Objects used by older family and community members	179
Pictures and photographs from long ago	181
How people lived then and now	183
Let us check	185
Topic 13 Space	186
Earth from space	188
Stars and planets – what they are	190
Names of the planets	192
Telescopes	193
Space travel	193
Satellites and information we get	197
Religious days and other special days	199
Let us check	200

Formal assessment: Term 3 **201**

Term 4

Topic 14 Products and processes	202
What we get from plants	204
Process – from sugar cane to sugar	205
What we get from the Earth	206
Process – from clay to bricks	207
Let us check	208
Topic 15 Disasters and what we should do ...	210
Types of disaster	212
Floods	212
Fire	214
Other phenomena	215
Lightning	215
Earthquakes	216
Storms and winds	217
Let us check	219
Topic 16 Animals and creatures that help us	220
Animals that give us food and clothes	222
Animals that work for us (dogs)	225
Animals that work for us (donkeys and horses)	226
Religious days and other special days	227
Let us check	230

Formal assessment: Term 4 **231**

New words



Topic 1 About me



Hi, I am Neo. Today is my first day of Grade 3.



I am 9 years old.



This is my family.

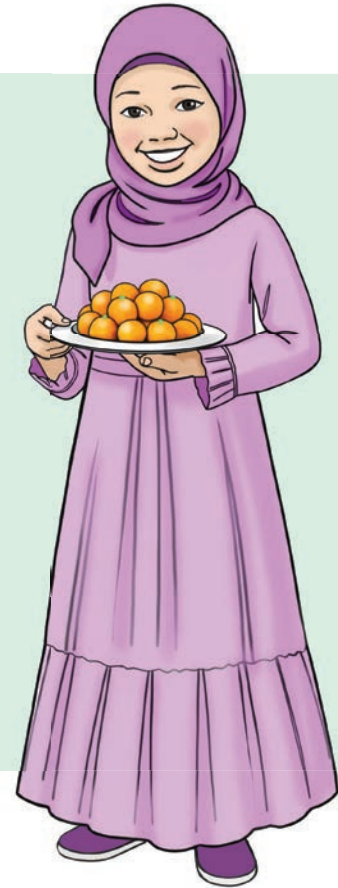


My favourite colour is yellow.

Let us begin

Write down your name and surname.

1. What is your **favourite** food?
2. In which **country** were you born?
3. What is your favourite activity?
4. Draw a picture of you and your best friend.



New words

favourite – something that you like best

country – a very large piece of land where a group of people live together. South Africa is a country



Activity 1

Work on your own.

Write down four things about yourself that you can share with your new friend.

Here is a list to help you:

1. Your age
2. Your birth date
3. Your favourite animal
4. The toy you like best



Time to explore

Sit in a circle outside on your school grounds or in your classroom if there is space.

Have a bowl of small stones in the middle. The first player throws a stone in the air. The same player tries to pick up as many stones as they can, before catching the stone they threw. Then it is the next player's turn. The player with the most stones wins.



Patrick teaches his friends how to play Diketo.

What a timeline is

Activity 2

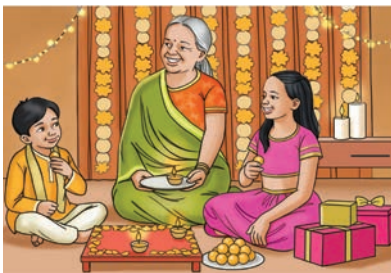
Work in groups.

What is a **timeline**?

Do you remember special days in your life?

1. Look at the pictures. Say what is happening in each of them.
2. Talk about special things that you remember in your life.
3. Ask an adult about something that happened in the past. Write five sentences about this **event**.
4. Share your story with the class.

Do you remember special days in your life?



Timeline of own life

Activity 3



Work on your own.

1. Make a timeline of your life poster, like the one below.
2. You will need cardboard, colour pens, crayons, scissors and glue to create your own timeline.
3. You can use your own photos.
4. When you are done, share your poster with the class.



My first birthday



Winning my first soccer game



Riding a big bicycle for the first time



My first day of school



Celebrating Diwali with my family



Moving to a new house

timeline – something we use to show when things happened. It shows what happened first and what happened next

event – something that happens

New words

An interesting object from my past



Activity 4

Work on your own.

Match an item from the **past** with a **present** item.

1. Find pictures of items from a long time ago that your parents or grandparents used. Match each one to a present item that we use today.
2. Find an **interesting** object at home from the past. Ask an adult to help you. Show your class and tell them about it. Tell them what it looks like in the present.

New words

past – something that has already happened

present – something that is happening now

interesting – something you want to know more about

Can you kick a ball with your right foot and then with your left foot? Practise with your partner.



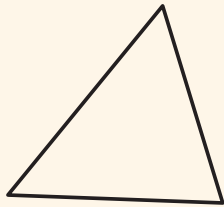


Time to explore

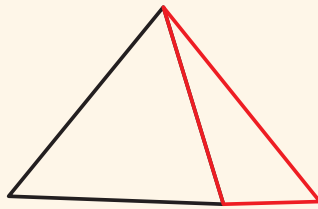


1. Draw an **Egyptian pyramid**.
2. Show your picture to the class.

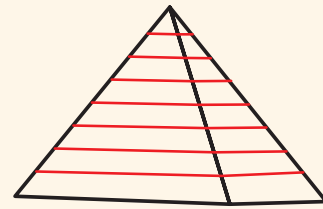
Draw a pyramid



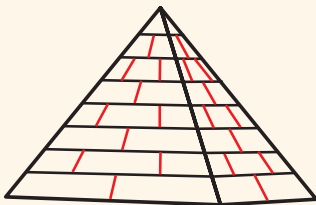
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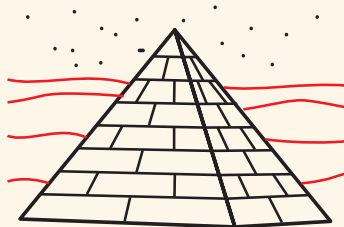
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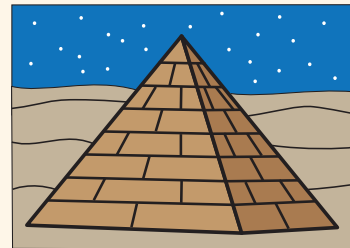
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4



5



6

New words

Egyptian – people who live in the country of Egypt

pyramid – a very old and very big building made from stone that is in the shape of a triangle

Let us check



Make a poster 'About me'.

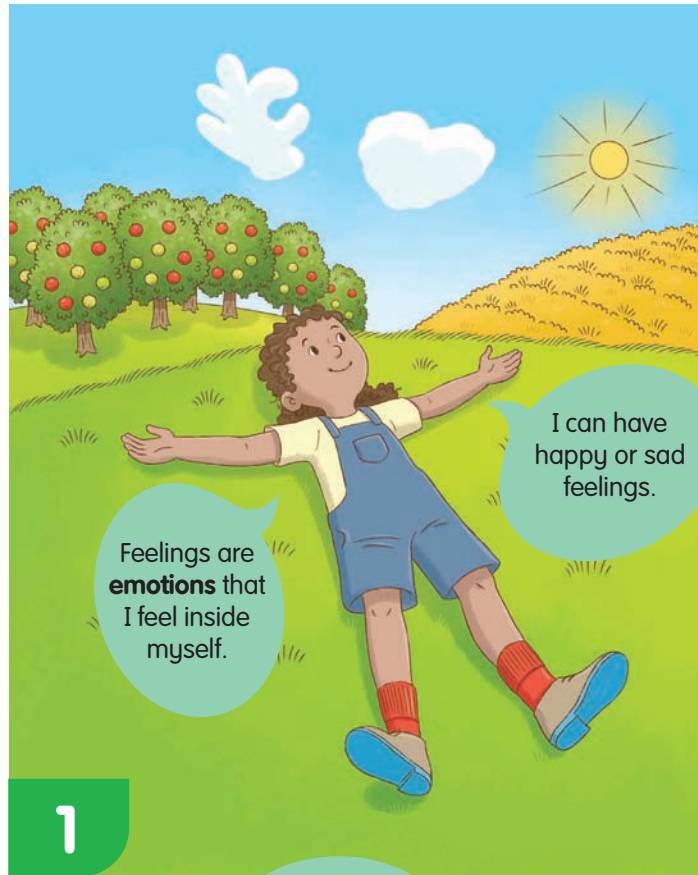
What you need

Cardboard
Crayons
Magazines
Scissors
Glue

1. Make a poster about yourself. Your poster must include the following:
 - a. Your name and surname
 - b. A photo or drawing of yourself
 - c. Pictures of things you like. This could be animals, colours and your favourite food. Stick these pictures on your poster.
2. Interview a friend.
 - a. Write down five questions you want to ask your friend.
 - b. Tell the class what you found out about your friend in the interview.



Topic 2 Feelings



Let us begin

1. What do you think feelings are?
2. How do you feel when you wake up before school?
3. Think of a time when you felt happy. What happened?
4. How do you think the girl and the boy in picture 1 and picture 2 on page 10 feel?



emotions – the way a person feels about things that are happening

New word

Things that make me happy

Activity 1

Work in pairs.

Read the story below. Write the answers in your exercise book.

Zahara is 9 years old. She lives on a farm with her two mums, and twin brothers. They are a close, loving family.

One day, Zahara had a bad day at school. Her friends did not want to play with her. She thought about it while she walked home from school. When she got home, she talked to her mum about how she was feeling. Then she felt much better.

1. What emotions do you think Zahara felt as she walked home from school?
2. Why was it important for her to speak to someone about her feelings?
3. What advice do you think Zahara's mum gave her to make her feel better?

Things that make me sad

Activity 2

Work in groups.

1. Look at the picture.
 - a. What is happening in the picture?
 - b. How does the picture make you feel?
 - c. If you were Ethan, what could you do to feel better?
 - d. Share your answers with the class.



Ethan, giving a speech in front of the class.

Work on your own.

2. Ethan is your best friend. You feel sad that he is unhappy. Write him a letter to show him that you care. Write nice things to make him feel better.



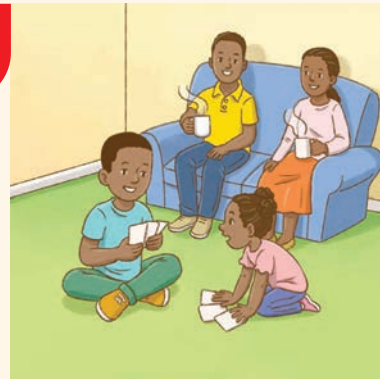
Time to explore

Look at the pictures.

1



2



3



4

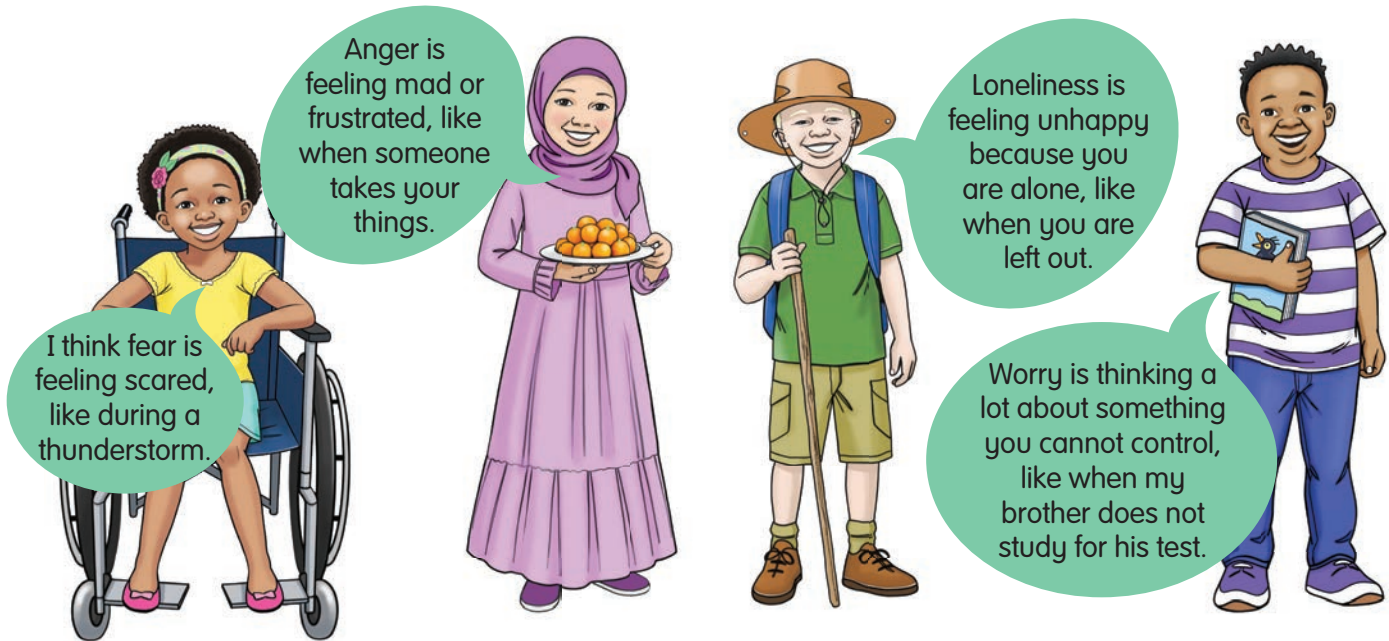


I. Match the correct labels with the pictures. Write the number of the picture and the label in your exercise book.

- | | |
|-------------------------|-------------------------|
| a. Loving family | e. Good friends |
| b. Family conflict | f. Struggling at school |
| c. Doing what you enjoy | g. Part of a team |
| d. Being left out | h. Being bullied |

Recognising feelings

Read what the children say about different feelings.



Activity 3

Work in groups.

1. Explain how you feel inside when you are happy and when you are sad.
2. What does your face and body look like when you feel angry or afraid?
3. What makes you feel worried or lonely?
4. Choose one of the emotions. In your exercise book, make a **collage** of pictures and words to show that emotion.



Activity 4

Work in pairs.

Look at the pictures and read the sentences.



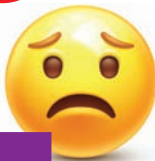
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I feel like I want to scream and shout. My face and body become hot. I feel like I want to hurt someone or throw something.



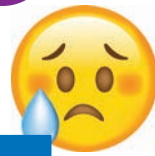
2

My heart beats fast and I sweat, even on my hands. Sometimes I feel stuck, as if I cannot move or talk.



3

I think about bad things happening. My bad thoughts can be hard to control. I feel like a fast train that cannot stop.



4

I feel alone, as if I am the only person who feels like this.

I. Match the labels below with the pictures and the sentences. Write the number of the picture and the label in your exercise book.

a. Loneliness

c. Worry

b. Anger

d. Fear

2. What can you add to the descriptions of loneliness, anger, worry and fear?
3. When do you feel lonely, angry, worried or afraid?


 New word

collage – a poster where you stick different things on paper or cardboard, such as photographs, pictures and words

Sometimes playing outside and doing exercises helps us feel better.



Good ways to express what we feel



Time to explore

Read the advice about good ways to express different feelings.

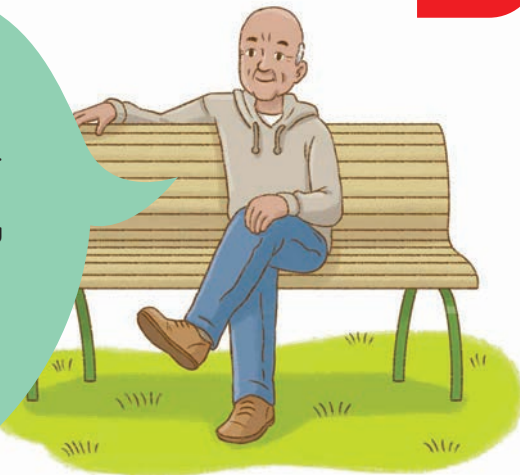
1



When you feel angry:
Take slow, deep breaths to calm your mind and body.
Think about why you feel angry.
Count to 10 slowly.
Then decide calmly what you want to do next.

2

When you feel afraid:
Take slow, deep breaths to calm your mind and body.
Think about why you feel fear. Is it a real threat, or are you imagining it?
Talk positively to yourself. Say: 'I can handle this.'



3



When you feel worried:
Focus on one step at a time.
Plan how to solve the problems of each step.
Talk about your worries with someone you trust.

When you feel lonely:
Talk about your feelings with someone you trust.
Try to be around other people to make you feel better.



4

1. Do you think the people above gave good **advice** about how to express different feelings?
2. How else can you express your feelings safely when you feel angry, afraid, worried or lonely?
3. Write about or draw your feelings in a **journal**.

New words

advice – when someone gives you a helpful idea to make things easier or better

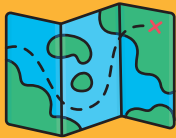
journal – a special book where you can write down your thoughts, feelings and ideas

Activity 5

Work on your own.

Make your own feelings journal.

1. In your journal, draw a picture of a face showing how you feel today.
2. Write five sentences about why you feel this way.
3. Write down ways in which you can express what you feel that will not be harmful to yourself or to other people.



Time to explore

Play emotions charades. Charades is a fun game where you act out a word without speaking, and your friends have to guess what it is!

1. Write the names of different emotions on pieces of cardboard or paper.
2. Put the cards or folded paper into a box labelled 'Emotions'.
3. Take turns to take a card from the box.
4. Look at your card, but hide it so that your group cannot see it.
5. Act out the emotion on your card. You may not speak.
6. Guess which emotion each person is acting out.
7. How can someone express each emotion in a good way?



Apologies – how to say sorry

Read about the **apology** process.

The apology process

An apology shows that you understand you have done something wrong. When we make a mistake and hurt someone's feelings, it is important to apologise. If you borrow your friend's soccer ball and it pops by accident, you must say sorry. Apologising is taking a step to fix a problem you created. It also shows that you care about how your friend feels.

The apology process has five steps.



1 Identify the problem



2 Say sorry



3 Do something to fix the problem



4 Say it will not happen again



5 Move on

Activity 6

Work in groups.

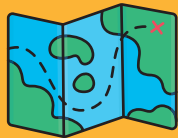
1. Think of a situation when you made a mistake that you need to apologise for.
2. Explain how you could follow the apology process to say sorry.



New words

apology – saying sorry for something you have done that hurt someone

amends – doing something to make up for hurting someone



Time to explore

1. Think of a time you made a mistake and you had to say sorry.
2. Write a letter using the **apology** process to say you are sorry. Use the tips below to help you.

Dear _____

1. Identify the problem

- a. Explain what happened.
- b. Who was involved?

- c. When and where did it happen?
- d. What was the mistake that you made?

2. Say sorry

- a. Apologise for what you did wrong.

You could say:

I am very sorry for (say what you did). I did not mean to (hurt your feelings / make you sad / forget about you).

- b. Take responsibility for what you did wrong.

You could say:

I should have been more careful. / I should not have been so selfish. / I should have included you.

- c. Show that you understand their feelings.

You could say:

I understand that you might have felt (sad/upset/angry) because (explain why).

3. Make amends

- a. Explain what you are doing or have done to fix the problem you created.
- b. Say how you are going to make up for your mistake.

4. Say it will not happen again

- a. Ask the person to accept your apology.
- b. Show that you really mean it when you say sorry.

5. Move on

- a. Promise to do better in the future.

You can say:

I promise to (say what you are going to do in future).

- b. Explain what you hope will happen in future.

You can say:

I hope we can be friends again and have fun together like we used to.

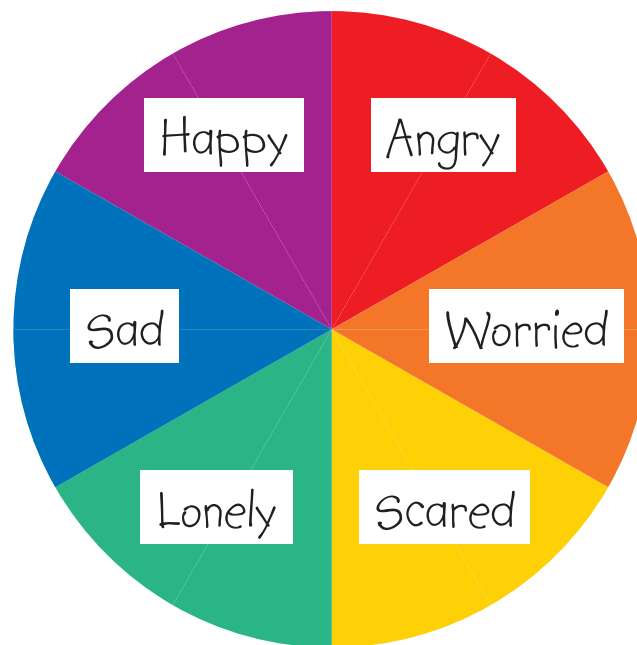
Yours sincerely / Your friend

(Your name)

Let us check



1. Make a wheel of feelings like the one below in your exercise book.



2. Draw a face to show what the feeling in each part of the wheel looks like. Write the label above the picture.
3. Show your colour wheel to your friend.
4. Check your friend's colour wheel.



Topic 3 Health protection



New words

hygiene – the way we care for our body and keep it clean

protection – keeping yourself safe from anything that could harm you

health protection – keeping your health safe from harm

Let us begin

1. Have you ever hurt yourself? Who took care of you?
2. Have you ever helped someone who had hurt themselves? How did you help?
3. How do we keep our bodies clean?
4. Share some hygiene rules that you know.



Activity 1

Work in groups.

1. Look at the pictures on page 26. Talk about what the pictures show.
2. Play charades.

Act out something you do to be hygienic during the day, for example brushing your teeth.

You can also act out how you help someone who has been hurt.

One person does the acting out. The rest of the group have to guess what it is.

Make sure everyone gets at least two turns.

3. Prepare something your group can act out to present to the class.

Basic first aid practices in situations such as nosebleeds, animal bites, cuts and burns

It is important to know about **first aid**. Then we can help someone quickly if they are hurt or injured. We must know how to treat the injury properly. Otherwise, we could make it worse.

Activity 2

Work on your own.

1. Choose the correct labels from the box below for the items in the first **aid** kit.

scissors tweezers bandages
gloves plasters gauze

2. Write the number and the label in your exercise book.



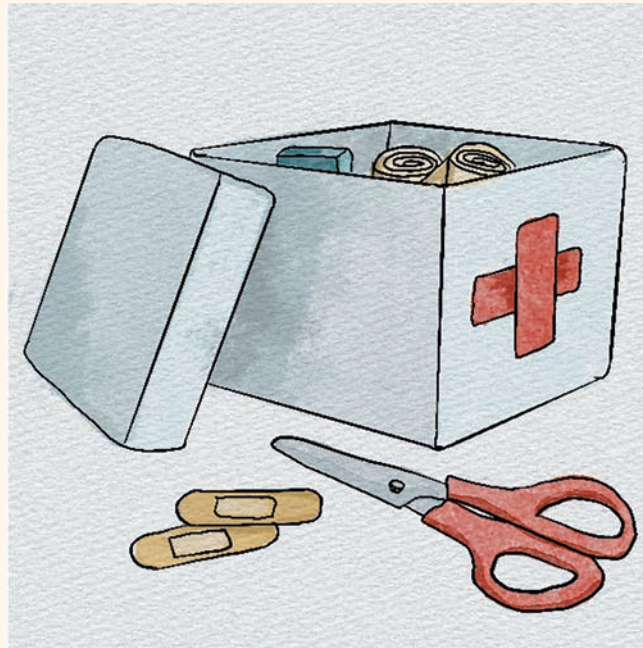
New words

aid – help

first aid – the first thing you must do to help someone who is hurt before a doctor or a nurse comes



Time to explore



Maybe you do not have a first aid kit in your home. Instead, you may have a box or special place where you keep everything you will need if someone gets hurt. Always make sure this box is kept in the same place. Put it where your younger brothers and sisters cannot reach it.

1. Draw a picture of your own first aid kit in your exercise book.
2. Tell your friend what is in your first aid kit and what you use it for.
3. Listen when your friend tells you what is in their first aid kit and what they use it for.

Nosebleeds and animal bites

Keep calm and sit up straight with your head a bit forward. Squeeze the soft part of your nose for 10 minutes or until the bleeding stops. Breathe through your mouth.



How to stop a nosebleed

Thank you for helping me with the dog bite, mom.



Dealing with a dog bite

Activity 3

Work on your own.

1. Write down the steps you should follow to stop a nosebleed.
2. What can you use from a first aid kit to help someone with an animal bite?

Cuts and burns

Cuts

A cut is when your skin gets hurt and opens. You can get cut when you use a knife or scissors. It might hurt and you might see blood.

You should never touch another person's blood.



Activity 4

Work on your own.

1. Rewrite the steps for treating cuts in the correct order in your exercise book.

How to treat cuts

1. Put on a plaster or a bandage.
2. Wash your hands.
3. Press a clean cloth on the cut to stop the bleeding.
4. Clean the cut under running water.
5. Use gloves if you are helping someone else.
6. Spray with antiseptic spray.