

SUCCESS SKILLS



STUDENT PORTFOLIO



**JA
Canada**

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ACKNOWLEDGEMENTS

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Logics Academy is a Canadian leader in K-12 STEM, robotics, and coding solutions. We develop rich, comprehensive learning materials, and deliver memorable learning experiences for students and educators around the world.”

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PHOTO CREDIT

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WELCOME TO SUCCESS SKILLS!

Did you know that every opportunity you have today is a stepping-stone for future success? If you are prepared, you can achieve your dreams and be successful in life.

Earning a high school diploma is important for future success. There are many opportunities for people who graduate from high school. Job and career choices increase with further education and training. It's a fact that the opportunities for people with a high school diploma are far more interesting than for people without one.

JA Canada™ has developed *Success Skills* to help you prepare for your future. The volunteers with you today have experience in various fields of work and can share with you their ideas and personal experiences.

Get the most out of what this program has to offer... ask questions, share stories, have fun!

We wish you success as you prepare for YOUR FUTURE!

Your friends from JA Canada™

SUCCESS SKILLS!

- | | |
|---------------------|---------------------------------|
| ✓ Attitude | ✓ Initiative |
| ✓ Collaboration | ✓ Lifelong Learning (Curiosity) |
| ✓ Communication | ✓ Perseverance |
| ✓ Creativity | ✓ Responsibility |
| ✓ Critical Thinking | ✓ Self-belief |

Supported by our National Development Partner - Z Zurich Foundation

LESSON 1:

SUCCESS STARTS WITH YOU!

CORE ACTIVITY #1

HOW DO YOU DEFINE SUCCESS?



Use this space to show what success means to you using text, symbols or images.

SUCCESS SKILLS!

Review and consider what these success skills mean to you.

- Attitude
- Communication
- Collaboration
- Creativity
- Critical Thinking
- Initiative
- Lifelong Learning (Curiosity)
- Perseverance
- Responsibility
- Self-belief

CORE ACTIVITY #2

SKILLS IN EVERYDAY LIFE



Describe an activity or task you do now that requires you to use different skills.



Describe what you need to do to be successful with this task or activity.



Which of the success skills do you currently use or would help you with this task or activity?

CORE ACTIVITY #3

MATCHING SKILLS TO LEARNING - JOB DESCRIPTIONS

EARLY CHILDHOOD EDUCATOR (ECE)

JOB DETAILS

Salary

- From \$26 an hour

Benefits

- Casual dress
- Dental care
- Extended health care
- Paid time off
- Vision care

Schedule

- Day shift
- Monday to Friday

Job type

- Part-time
- Permanent

Ability to commute/relocate

- North York, ON: reliably commute or plan to relocate before starting work (required)

FULL JOB DESCRIPTION

Owen Community Learning Centre, a non-profit child care centre is looking for a dynamic Registered Early Childhood Educator to join our team. This is a split shift position; candidate must be willing to work 7:30-9:30 a.m. and 2:30 to 6:00 p.m. during instructional school days and a straight shift of 8 hours during non-instructional days such as P.A. days.

Responsibilities

- Ensure the physical safety and emotional well-being of children by maintaining a clean, organized, and child-friendly environment.
- Design and implement developmentally appropriate learning activities and experiences that promote cognitive, social, emotional, and physical development in young children.
- Communicate with parents and guardians to provide regular updates on children's progress, behavior, and developmental milestones.

Requirements

- Candidate must hold an ECE diploma/degree and in good standing with the College of Early Childhood Educators.
- Hold a current/valid Standard First Aid with Level C CPR Certification, satisfactory vulnerable sector check, and updated immunizations.
- Possess strong written and verbal communication skills.
- Must have excellent problem-solving skills and able to work independently.
- Able to demonstrate energy and ability to meet the physical demands of the job.

Owen Community Learning Centre believes that ensuring diversity and inclusion is fundamental to its future growth and progress and is an integral part of its business activities. We encourage qualified applicants of all ages, races, colours, ethnic origins, religions, abilities, gender identities, gender expression and sexual orientations to apply. Candidates invited for an interview are encouraged to inform us in advance of any accommodation requirements needed.

CORE ACTIVITY #3

MATCHING SKILLS TO LEARNING - JOB DESCRIPTIONS

PLUMBER

JOB DETAILS

Salary

- From \$35 an hour

Benefits

- Casual dress
- Dental care
- Extended health care
- Paid time off
- Vision care

Schedule

- Monday to Friday
- Overtime as required

Job type

- Full-time
- Permanent

Ability to commute/relocate

- Willing to commute or relocate to work in various locations across the city

FULL JOB DESCRIPTION

Flowmasters Plumbing, a reputable plumbing company is seeking an experienced and skilled plumber to join our team. The successful candidate will be responsible for installing, repairing and maintaining plumbing systems and fixtures in residential and commercial properties.

This is a full-time position, working Monday to Friday with occasional overtime required. The successful candidate must be able to demonstrate knowledge of plumbing codes and regulations, and possess excellent problem-solving skills.

Responsibilities

- Install, repair and maintain plumbing systems and fixtures such as water heaters, faucets, sinks, toilets, and pipes.
- Perform routine maintenance on plumbing systems to ensure functionality and safety.
- Diagnose and troubleshoot plumbing issues and determine the best course of action for repair.
- Work with other team members to complete projects in a timely and efficient manner.

Requirements

- Must have a minimum of 3 years' experience in plumbing installation and repair.
- Possess a valid plumbing license and certification.
- Familiarity with plumbing codes and regulations.
- Ability to work independently and efficiently with minimal supervision.
- Must have reliable transportation and possess a valid driver's license.

Flowmasters Plumbing is an equal opportunity employer and welcomes applicants from all backgrounds, genders, and ethnicities. We are committed to providing a safe and inclusive workplace for all our employees.

CORE ACTIVITY #3

MATCHING SKILLS TO LEARNING - SKILL CHECKLIST

SAMPLE CHECKLIST

VIDEO GAME DESIGNER

- ☐ Strong understanding of game design principles and the ability to apply them to create engaging and fun games.
- ☐ Creativity to develop new and innovative ideas for game mechanics, storylines, and game play.
- ☐ Solid understanding of programming languages and game development tools such as Unity, Unreal Engine, or GameMaker Studio.
- ☐ Ability to work collaboratively with other game developers, including programmers, artists, and audio designers.
- ☐ Strong problem-solving skills to identify and fix issues that arise during the game development process.
- ☐ Adaptability to new technologies, game development tools, and emerging trends in the video game industry.
- ☐ Strong communication skills to clearly convey ideas to other team members and stakeholders.
- ☐ Good project management skills to help manage deadlines and coordinate tasks among team members.
- ☐ Ability to analyze play test feedback to identify areas for improvement in the game's design and mechanics.
- ☐ Passion for video games and a deep understanding of what makes a game fun and engaging.
- ☐ Understanding of player psychology and how to create an emotional connection between players and the game.
- ☐ Experience with game engine scripting languages, such as C# or Lua.
- ☐ Ability to create game prototypes and proof of concepts to test new ideas.
- ☐ Knowledge of 2D and 3D graphics software, such as Photoshop, Illustrator, or Maya.
- ☐ Understanding of game monetization strategies and the ability to design games with revenue in mind.

CORE ACTIVITY #3

MATCHING SKILLS TO LEARNING - SKILL CHECKLIST

CHECKLIST

JOB : _____

☐☐☐☐☐☐☐☐☐☐☐☐

CORE ACTIVITY #4

LONG-TERM SUCCESS PLAN

MENTAL WELL-BEING PROMPT



Write or draw a goal you would like to achieve within 10 years.



Identify what success skills you would like to build and acquire over the next 1, 5, and 10 years that will help you achieve your goal.

1 Year

- ☐ Attitude
- ☐ Collaboration
- ☐ Communication
- ☐ Creativity
- ☐ Critical Thinking
- ☐ Initiative
- ☐ Lifelong Learning
- ☐ Perseverance
- ☐ Responsibility
- ☐ Self-belief

5 Years

- ☐ Attitude
- ☐ Collaboration
- ☐ Communication
- ☐ Creativity
- ☐ Critical Thinking
- ☐ Initiative
- ☐ Lifelong Learning
- ☐ Perseverance
- ☐ Responsibility
- ☐ Self-belief

10 Years

- ☐ Attitude
- ☐ Collaboration
- ☐ Communication
- ☐ Creativity
- ☐ Critical Thinking
- ☐ Initiative
- ☐ Lifelong Learning
- ☐ Perseverance
- ☐ Responsibility
- ☐ Self-belief

REFLECTION



Choose a single skill that you believe is crucial for success and write about why you consider this skill to be important in the long-term. Provide two reasons to support your viewpoint.

Select one skill

- ☐ Attitude
- ☐ Collaboration
- ☐ Communication
- ☐ Creativity
- ☐ Critical Thinking
- ☐ Initiative
- ☐ Lifelong Learning
- ☐ Perseverance
- ☐ Responsibility
- ☐ Self-belief

This skill will be helpful in the long term because...

MENTAL WELL-BEING REFLECTION



Thinking about the future can be stressful. Consider the strategies that would help you manage your stress. Circle the ones that would work for you from the list below.

Physical Exercise

- Daily Walks
- Yoga
- Cardiovascular Workouts
- Strength Training
- Interval Training
- Dancing

Healthy Eating

- Balanced Meals
- Portion Control
- Hydration
- Limit Processed Foods
- Regular Meals
- Mindful Eating

Healthy Sleep Habits

- Consistent Sleep Schedule
- Bedroom Environment
- Screen Time
- Relaxation Routine
- Limit Caffeine
- Physical Activity

Mindfulness

- Meditation
- Deep Breathing
- Journaling
- Mindful Walking
- Body Scan

LESSON 2:

GETTING YOUR POINT ACROSS

CORE ACTIVITY #1

COMMUNICATION LITERACY



Write down the kind of communicator you are and reflect on how your communication style impacts your interactions with others.

CORE ACTIVITY #2

WHAT COMFORT ZONE ARE YOU IN?

In this activity, you will explore the body's stress response and its various zones: comfort, challenge, and panic. You'll evaluate how different scenarios make you feel within these zones, discussing why and how to manage stress effectively.

CORE ACTIVITY #3

WHAT IS THE BEST WAY TO COMMUNICATE?

SCENARIO SHEET

SCENARIO #1

Sairah's soccer coach has asked her team to stay another hour for practice to get ready for the finals in a week. Her parents are expecting her home immediately after practice. How should she communicate with her parents?

SCENARIO #2

Eashan sees a social media post from a friend that is hurtful and offensive. How should they communicate with their friend?

SCENARIO #3

Quinjin is studying late at night for a history test and has questions about the material. The test is tomorrow afternoon. How should he communicate with his teacher?

SCENARIO #4

Susan found out that she didn't make the swim team in an email from her coach. She is disappointed because she was one of the fastest swimmers in the tryouts. She would like to get more information from the swim coach. How should she communicate with her coach?

SCENARIO #5

Sam is a 16-year-old high school student who needs to contact their friend, Julia, to ask about their history homework. Julia is often busy with extracurricular activities after school, so Sam isn't sure if calling them would be appropriate. How should they communicate with Julia?

SCENARIO #6

Bijan is a grade 11 student trying to organize a get-together with friends on Saturday night. The group of friends would need a place to go, rides to the venue and tickets to get in. Bijan needs to organize this immediately to secure a spot for his friends. How should he communicate?

CORE ACTIVITY #3

WHAT IS THE BEST WAY TO COMMUNICATE?



What did you learn from this activity? Take a moment to assess the following statements by assigning a rating of 1 to 5 stars (1 strongly disagree and 5 strongly agree).

Text messages are best when you need a quick response.	★ ★ ★ ★ ★
Phone calls are more suitable for discussing important or complex matters.	★ ★ ★ ★ ★
Emails are great for sharing detailed information or documents.	★ ★ ★ ★ ★
Social media is a good choice when you want to reach a broad audience.	★ ★ ★ ★ ★
Texting is preferable when the conversation is casual and informal.	★ ★ ★ ★ ★
Phone calls are the way to go when emotions and tone need to be clearly conveyed.	★ ★ ★ ★ ★
Emails are best for professional communication and formal requests.	★ ★ ★ ★ ★
Social media is effective for public announcements and event invitations.	★ ★ ★ ★ ★
Text messages are suitable for coordinating plans and meetups.	★ ★ ★ ★ ★
Phone calls are essential for urgent situations or immediate problem-solving.	★ ★ ★ ★ ★

CORE ACTIVITY #4

TWO EARS, ONE MOUTH - LISTENING IS TWICE AS IMPORTANT AS SPEAKING!

In groups of two follow the instructions. One person will be the speaker and one the listener. The listener will attempt to draw a picture that the speaker is looking at.

The Speaker

The speaker will receive a picture. Please describe the picture and answer the listener's questions.

The Listener

Ask questions about the speaker's picture and use information gathered from the speaker to draw the picture as accurately as possible.

REFLECTION



Circle the strategies below that would be most effective to help you improve your listening skills.

Strategies

Choose Words Thoughtfully

Encourage Questions and Clarifications

Create Distraction-Free Environments

Practice Attentive Listening

Utilize Clear and Concise Language

Summarize Key Points

Confirm Understanding by Restating

MENTAL WELL-BEING REFLECTION



Reflect on a moment when you felt heard and understood by someone, and consider how it had a positive impact on your mental well-being. Describe this experience.

I felt heard and understood when...

This made me feel...

LESSON 3:

BETTER TOGETHER

CORE ACTIVITY #1

AM I A GOOD COLLABORATOR?

In this activity, you will begin by reflecting on recent group or team experiences, sharing examples and initiating a conversation about effective collaboration strategies, followed by group discussions to find commonalities among your stories.

CORE ACTIVITY #2

WHAT DOES COLLABORATION LOOK LIKE?



From the list below, draw a circle around those that contribute to effective collaboration.

- Delayed Feedback
- Clear Communication
- Shared Goals
- Lack of Trust
- Timely Feedback
- Open-Mindedness
- Flexibility
- Role Clarity
- Problem-Solving
- Finger-Pointing
- Goal Alignment
- Ego Battles
- Active Participation
- Passive Engagement
- Mutual Respect
- Skepticism
- Open Feedback
- Withholding Information
- Adaptability
- Individual Agendas
- Role Confusion
- Micromanagement
- Active Listening

CORE ACTIVITY #3

NEGOTIATION - IT'S ABOUT GIVE AND TAKE!



Reflect on your own strengths and weaknesses during each of the negotiations. List three strengths and three weaknesses, and place a check mark next to your greatest strength and your most significant weakness.

STRENGTHS	WEAKNESSES

CORE ACTIVITY #4

TEAM BUILDING CHALLENGE



Reflect on your role in the team building challenge.

- Write two things that worked well for you in this activity.
- Write one thing that you would you do differently.

Two things that worked well
One thing that I would do differently

REFLECTION



Reflecting on the team building challenge, take a moment to assess the following statements by assigning a rating of 1 to 5 stars (1 strongly disagree and 5 strongly agree).

I felt that my ideas were valued and considered during the team building challenge.	★ ★ ★ ★ ★
My team members actively listened to each other's suggestions and opinions.	★ ★ ★ ★ ★
We were able to effectively divide tasks and responsibilities.	★ ★ ★ ★ ★
There was a clear understanding of each person's role within the team.	★ ★ ★ ★ ★
Everyone had a chance to speak and contribute to the decision-making process.	★ ★ ★ ★ ★
We were adaptable and open to changing our approach based on new ideas.	★ ★ ★ ★ ★
Trust and respect were present within the team, promoting a positive atmosphere.	★ ★ ★ ★ ★
We encountered disagreements, but we were able to resolve them through open discussion.	★ ★ ★ ★ ★

MENTAL WELL-BEING REFLECTION



When collaborating with others, conflict can arise. What strategies could you use to resolve conflict? How could you show empathy and compassion for the other person's point of view?

LESSON 4:

LET'S THINK ABOUT IT!

CORE ACTIVITY #1

THE SURVIVAL DECISION: CASE STUDY

Read the scenario below to complete the activity on the next page.

Ashley was on their way to back to Churchill on Hudson Bay in Manitoba. Churchill was once the site of York Factory, one of the oldest and busiest fur trading posts on Hudson Bay, an important business centre in the development of Canada. Ashley is a researcher at the University of Manitoba and was returning from a study of the black spruce trees south of the town.

Ashley started to head back to town just as the weather conditions were becoming very bad, and the road was icy. As they came around a curve at a very slow speed their 4-wheel drive vehicle slipped off the road into the ditch. Ashley was a little shaken but not hurt; the vehicle was almost on its side and some of the windows had shattered. They could smell gas, so they knew they must abandon the vehicle.

Ashley used their phone to contact the Police and Rescue Unit. They determined their GPS location but told Ashley that, due to the weather conditions, it might be 48 hours before they could get to them. They checked the area and told Ashley that a partially built construction storage area was two kilometres south of their location on the same road. The structure was basically just two walls but was their best bet for any kind of shelter. They suggested that Ashley take what they could from the vehicle and make their way there.

Ashley managed to get to the rear of the vehicle and open the door. They realized they had some choices to make. They couldn't take everything on a 2 KM journey and it might be too hard to make more than one trip.

Ashley could bring six items with them on their journey.

The following items were in the vehicle:

- | | | |
|---------------------------|--------------------|-------------------------|
| • Backpack | • Duct tape | • Plate and cup |
| • Rope | • Blow Up Mattress | • Bottles of water |
| • 2x3 Metre plastic sheet | • Snow shoes | • Bottle of anti-freeze |
| • Face mask | • Hunting knife | • Chocolate bar |
| • Shovel | • Newspaper | • Extra clothes |
| • Battery phone charger | • Magnifying glass | • Can of beans |
| • Black spray paint | • Matches | • Winter boots |
| • Toilet tissue | • Computer | • Reusable grocery bags |

CORE ACTIVITY #1

THE SURVIVAL DECISION: CASE STUDY



In a small group, you must decide on six items that Ashley should take with them on their 2 KM journey, keeping in mind that their goal is to survive and be rescued. Note the six items your group agrees on in the chart below.

6 Items Ashley Should Take	

Once your group has agreed, place your choices in priority order with item 1 being the most important.

For each selection, provide rationale for why your group chose it:

ITEM	EXPLANATION FOR SELECTING THE ITEM
1.	
2.	
3.	
4.	
5.	
6.	

LESSON 4:

LET'S THINK ABOUT IT!

CORE ACTIVITY #2

LEVERAGING TECHNOLOGY TO SOLVE PROBLEMS

WIREFRAME TEMPLATE

Now it's time to start brainstorming, prototyping, and designing your app. Use these wireframes as a starting point for your ideas and make them your own. Let your creativity run wild!



CORE ACTIVITY #2

LEVERAGING TECHNOLOGY TO SOLVE PROBLEMS

WIREFRAME TEMPLATE



CORE ACTIVITY #2

LEVERAGING TECHNOLOGY TO SOLVE PROBLEMS WIREFRAME TEMPLATE



Reflect on the design process and list the skills that you used to complete the brainstorming and wire-framing process.

REFLECTION



Think about skills, experiences and education that will **help you now**.
Write your ideas in the boxes below.

A diagram for reflection. It features a central horizontal line with arrows at both ends. Above the line, there are four empty rectangular boxes. Below the line, there are three empty rectangular boxes. Arrows point from each of the four top boxes down to the central line. Arrows point from each of the three bottom boxes up to the central line.



Think about skills, experiences and education that will **help you in the future**
(when you're working). Write your ideas in the boxes below.

A diagram for reflection. It features a central horizontal line with arrows at both ends. Above the line, there are four empty rectangular boxes. Below the line, there are three empty rectangular boxes. Arrows point from each of the four top boxes down to the central line. Arrows point from each of the three bottom boxes up to the central line.

MENTAL WELL-BEING REFLECTION



One thing is certain there will always be problems to solve and challenges to overcome. Skills can help us to be better prepared and more resilient. Resiliency means being able to acknowledge when things don't go as planned, accepting those feelings, and finding healthy ways to cope and move forward despite setbacks.

Circle the activities that could help you build your skills and strengthen your resilience.

Public Speaking

Learning a New Language

Cooking a New Dish

Taking on a DIY Project

Applying for Jobs

Completing a Puzzle with Many Pieces

Navigating Public Transportation

Planting and Tending to a Garden

Fixing Something

Putting Together Furniture

Learning an Instrument

Solving an Escape Room Puzzle

Leading a Group Project

Surviving a Camping Trip in the Wilderness

Navigating a New Place

Add your own _____

Physical Fitness Challenge

Volunteering in a New Environment

LESSON 5:

STAY CURIOUS - A SUPERPOWER!

CORE ACTIVITY #1

I AM CURIOUS ABOUT...



Reflect on the challenges and opportunities of the activity. What did you learn? What didn't you like about it? What was easy? Hard?



When you finish your formal education and training, it's important to continue to learn. Circle from the list below the lifelong learning opportunities that would be of interest to you. You can also add your own ideas.

Working with a mentor

Taking an online course

Attending a workshop

Continuing formal education

Listening to a podcast

Joining a member agency

Job shadowing

Researching

Volunteering

Add your own _____

Add your own _____

Add your own _____

CORE ACTIVITY #1

I AM CURIOUS ABOUT...



Write a letter from the perspective of your future self. The letter will identify your job, how you got there and most importantly, some points on what your life would look like daily. The idea here is to create a clear vision of your future.

If you prefer drawing over writing a letter, you can also create a vision board for your future.

REFLECTION



What is a short-term, one-year goal you can start to work towards today? Identify the success skills required, who you can ask for help and what you can do now to help you achieve the goal. It can be an academic, personal or career goal. Example – I would like to get a part-time job in the next year.

Goal	
Skills Required	
Who can I ask for help?	
What can I do now?	

MENTAL WELL-BEING REFLECTION



Check the success skills you think are most important to support your mental well-being and enable your success. What actions can you take to build those skills?

- | | |
|--|--|
| ☐ Attitude | ☐ Initiative |
| ☐ Collaboration | ☐ Lifelong Learning |
| ☐ Communication | ☐ Perseverance |
| ☐ Creativity | ☐ Responsibility |
| ☐ Critical Thinking | ☐ Self-belief |

Skill	Actions

EXTENDED ACTIVITY

BINGO GAME

Before the Game: Fill in the bingo squares with the success skills. You will write every skill in at least once and then you can fill in the additional squares by repeating some of the 10 skills.

Attitude
Collaboration
Communication
Creativity

Critical Thinking
Initiative
Lifelong Learning

Perseverance
Responsibility
Self-belief

To Play the Game: The volunteer or teacher will read out questions with a success skill being the answer. Put an “X” on one square as each skill is called out in the questions. If you have the skill listed more than once you will have to wait until that skill comes up again to select another square.

		FREE SPACE		

CONTINUE THE LEARNING: MORE OPPORTUNITIES WITH JA CANADA

SUCCESS SKILLS WEBINAR SERIES

If you would like to access additional student and educator resources, please visit <https://www.jacampus.org/success-skills-webinars/>. This page hosts a webinar series and includes information and links to additional resources to support mental wellbeing.

ADDITIONAL JA PROGRAMS & LEARNING EXPERIENCES

Check out www.jacanada.org to learn about more program opportunities.

Reach out to your local JA office at jacanada.org/about-us/our-locations/ to learn about additional opportunities within your community.

Visit the JA Campus at www.jacampus.org for free online learning opportunities.

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