

# USING THE JUICE TO TEACH MEDIA LITERACY

OCEANSIDE HIGH SCHOOL, OCEANSIDE, NY

thejuice

A CUSTOMER USE CASE

## OVERVIEW

While searching for a resource for a new media literacy course, Social Studies Teacher Jason Manning needed accessible, daily news content. The Juice provided him with a resource to engage students in daily news at their level.

## SCHOOL PROFILE

Oceanside Union Free School District, Oceanside, NY



5,370 STUDENTS



94% GRADUATION RATE



20% ECONOMICALLY DISADVANTAGED

## CHALLENGES

- Lack of student engagement with current events
- Finding daily news content appropriate for high school students

## SOLUTION

- Use The Juice as a resource for a media literacy elective to provide students with access to news at their reading level

## RESULTS

01

### INCREASED AWARENESS OF CURRENT EVENTS

Students developed an increased awareness of current events.

02

### SPURRED ENGAGEMENT & DISCUSSION

Students connected with what they were reading in The Juice, sparking classroom discussions and discourse.

## A NEED FOR MEDIA LITERACY

At Oceanside Highschool, teachers found that their students needed help developing media literacy skills.

"As social studies teachers we saw how misinformation was playing a role in media coverage and discussed the importance of teaching our students how to determine facts and gather evidence because that's our way of strengthening democracy," said Jason Manning, Social Studies Teacher.

Manning was tasked with teaching a new media literacy course when they transitioned to a hybrid schedule during the pandemic. While searching for resources to engage students in current events, he encountered paywalls with major news publications, making news articles inaccessible to his students.

"I kept running into articles that were lengthy for students and the language was often a bit too nuanced," Manning explained.

He also wanted students to have access to major news stories that were covered each day but were written at a level appropriate for them.

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The Juice was perfect because it's designed for kids. They can read it, it's quick, and it covers the same news stories.

*Jason Manning, Social Studies Teacher  
Oceanside High School*



## DEPLOYING THE JUICE FOR MEDIA LITERACY COURSE

After discovering The Juice, Manning found that it provided students with the same access to the major news of the day as mainstream news organizations. He could assign articles to students asynchronously during their hybrid schedule and easily monitor their completion and performance through The Juice's intuitive reporting dashboard. In his media literacy course, Manning used The Juice articles as a bell ringer and allowed time for students to discuss the articles they found interesting.



"We've had classes where an article sparked a discussion that took the whole period,"

*Jason Manning, Social Studies  
Teacher Oceanside High School*

He not only used The Juice as a bell ringer but also as a supplement to his media literacy curriculum. When discussing sourcing and story selection bias, he incorporated The Juice articles into class discussions to explore questions like why The Juice chose a specific story or how to identify biases.

After initially implementing The Juice with his media literacy students, Manning expanded its use to his freshman social studies class and shared it with his colleagues as a supplement to their curriculum. When there were relevant articles on social studies topics in The Juice, he would share them with the students to tie them into their lessons.

## THE RESULTS

### INCREASED MEDIA LITERACY

Manning noticed that students were making clear connections between the articles they read in The Juice and the world around them, fulfilling the primary goal of developing student media literacy.

"The biggest success is when a student references an article they read. That's a home run and what we're looking for as social studies teachers," said Manning.

He also observed that students embraced the routine he established in his media literacy class each day. "The year we started, the kids bought into it, and they had little sayings like 'let's juice it up' and 'let's get to The Juice,'" Manning added. "It really became a part of the class culture."

Moving forward, Manning plans to continue using The Juice as part of his media literacy course. He also intends to use The Juice more routinely in his freshman social studies class.